

1945



THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

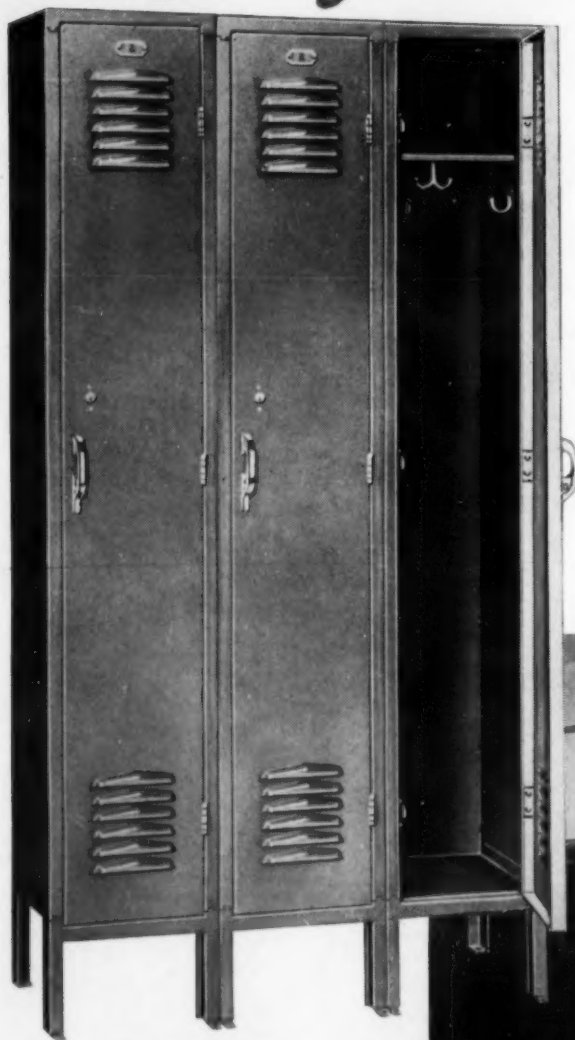
VOLUME 111, NUMBER 5

NOVEMBER, 1945

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VOL. 111
NO. 5

THE AMERICAN School Board Journal

NOVEMBER,
1945

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Now Available

Lifting of priorities and limitation orders has eased but little the procurement of certain materials, equipment and supplies. This is due to some very definite shortages of raw materials, lumber for instance, the enormous postwar demand coupled with critical labor situations and price structures.

However, there is a favorable side to the production picture. Reconversion to peacetime production has progressed in a number of areas quite satisfactorily. Advertising and news releases of a number of manufacturers in these areas of production are carrying the welcome information that their products are "now available to schools."

Surplus war property is now being released in enormous quantities and is available to schools at little or no cost. Included in the surplus war property are large quantities of machinery, mechanical and aircraft equipment and tools. New regulations on surplus war property to be released during October include liberal procurement conditions, with the expense to schools not to exceed the give-away cost. For surplus property clearance the approach is through the state authority to the U. S. Office of Education to the Surplus Property Board. In the procurement of war surplus property it is most essential to keep in close touch with the authority set up in your state.

The school equipment and supplies industry concentrating on school service offers the best help under present conditions in your product procurement problem. The Guide to Products and Services in this issue will serve as a convenient means of obtaining these specialized services. Refer to the advertising in the AMERICAN SCHOOL BOARD JOURNAL and make use of the inquiry form on page 89.

JOHN J. KRILL

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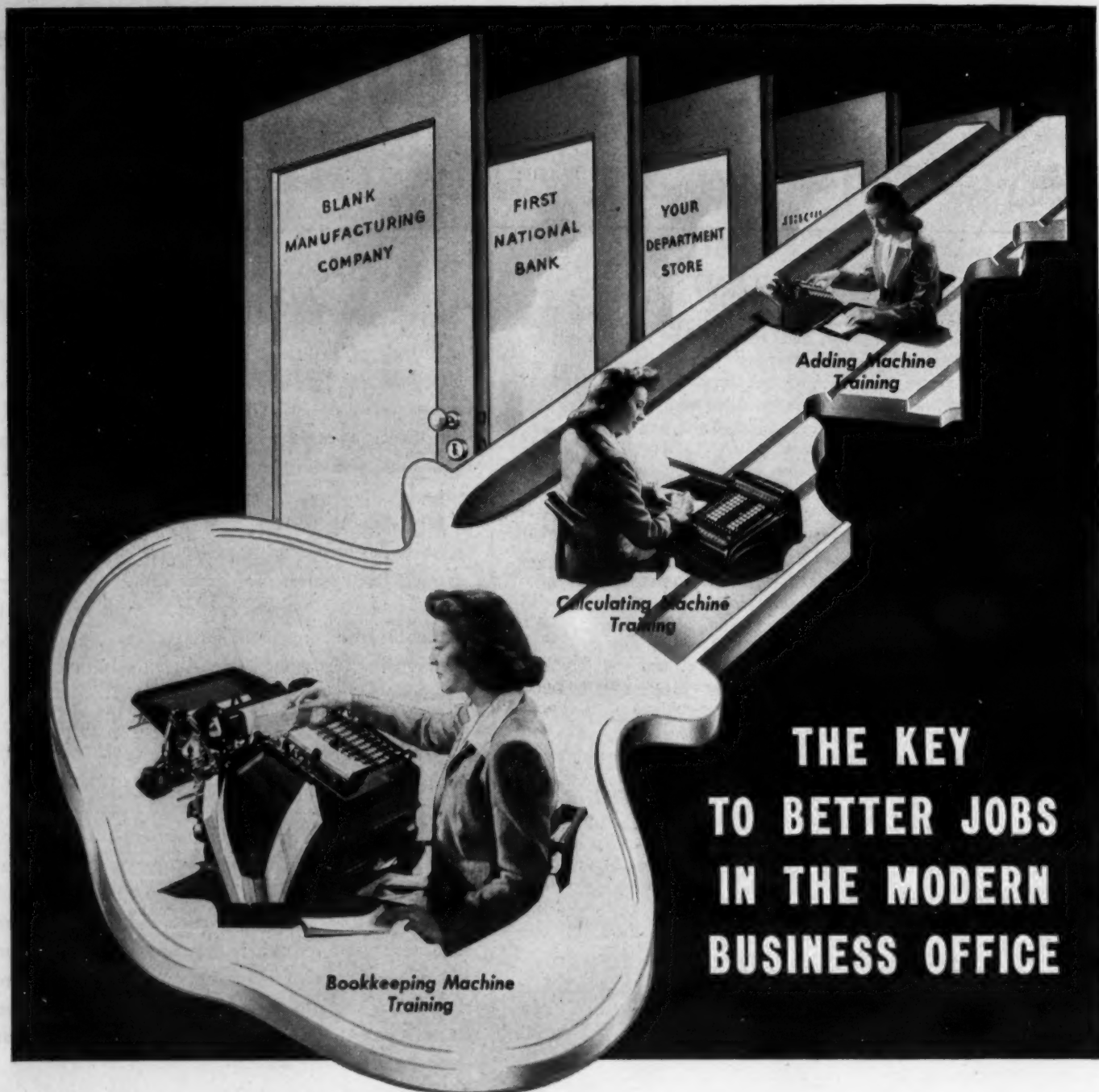
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The contents of this issue are listed in the "Education Index."
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THE AMERICAN School Board Journal

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NOVEMBER, 1945

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Public-Affairs Education— The Community Approach

*Homer Kempfer**

The atomic bomb puts the question bluntly: Are the peoples of the earth going to learn to get along together without violence or not? The answer: They must — or else!

With the war over and new patterns of world organization emerging, it is increasingly clear that public-affairs education rates a top priority in the whole list of educational needs. In an interdependent world, peace is coming to be looked upon as a function of what happens at the local, regional, and state levels — of the solutions made there — as well as a matter of international relations. With total destruction in our grasp, it becomes imperative that we advance the art and science of intergroup relations, of resolving the economic, social, and political conditions which cause war. Social progress must keep pace with scientific development.

While democracy has just faced and beaten down a grave threat, it could be argued that victory was due more to superiority of weapons and resources than to religious practice of our political principles. For indeed at least one of the victors operates on a philosophy quite as different from ours in many respects as is fascism. At any rate our way of social progress will find itself in the postwar era severely challenged to prove its merit. And the dangers of its failing are more real than apparent.

The biggest fraction of our group relationships are public affairs. War in itself creates no better world. According to our political philosophy the bright new world will come only if it is forged out of the creative thinking and active participation of our entire citizenry. And the degree to which America develops more satisfying ways of living and has a hand in world leadership will depend upon the extent to which our people, our adults, in Myburg, Yourtown, and Hisville concern themselves about these matters. For if democracy does

not meet the test, other systems may be tried. It has happened before and, strange as it may sound, it can happen here. The English elections have left America on the Right among the modern powers — a position often predisposed to change.

Many school administrators and board members will not be bothered by this situation. It is so easy to become lost among the trees of teacher replacement, building plans, budgets, and requisitions that the wider forest of community educational need cannot be seen.

Other superintendents and board members will see the need for an ever more enlightened citizenry but will be afraid for the school to take the initiative in doing anything about it. Movement into new fields raises new problems; new realities have their dangers. It is easier to talk about the need for an enlightened elec-

torate than to do anything significant about it.

Yet there will be a few with an understanding of the times who will have a strong urge to do something — a few who will see that the school as the chief educational agency in a community has a part to play in the continuous process of helping all the people in the community develop intelligence in relation to public affairs. It is for these brave and pioneering spirits that this is written.

Principles

The major fearsome problem in a program of public affairs education centers on the role of the school. If the school administration and board can establish the principle that the prime interest of the school is to facilitate free, fair, and open study and discussion of all sides of controversial issues without becoming an advocate of one side or the other, the matter is largely settled. This is only the application of principles basic to both democracy and public education. From the committee meeting up through the halls of Congress full and open discussion is the accepted preliminary to final decision and policy making. Anyone opposing this principle can be suspected of being out of sympathy with democratic ideals. Likewise in the long struggle to establish public education, partisan politics and group interests have been weeded out so that schools serve the whole community and not special interest groups. As a governmental agency it would be out of character for the school to advocate either side of controversial public issues by lining up with any interest group or alignment of community forces. The school has an educational function to perform which includes objective examination of available data and provision for public expression of opinion on what the data mean without assuming responsibility for those opinions. Activity tending to influence policy making is the privilege of non-governmental groups although responsibil-



*Supervisor of Adult Education, N. Y. State Education Department, Buffalo, N. Y.

ity for actual policy making often is provided through legally established channels.

A second principle is that, while the school is the chief educational agency, it is the whole community that educates. Consequently any and every noncommercial group or agency having any interest or activity of educational nature along public affairs lines should have a part in the total community program.

Third, the community organizations and agencies operating independently cannot do the whole job that needs to be done. The need is greater than can be met by existing agencies. This means that a new pattern of community organization in the field of public affairs must be developed as has been developed in other fields—a pattern which will utilize the resources of existing groups and one which will reach all citizens with more effective and comprehensive services.

Usually the planning of any effective and comprehensive program requires some type of co-ordinating group—a Public Affairs Council—a group able to see the picture in the large and in detail. Usually this council consists of representatives from all the educational and action groups having an interest in any area of public affairs. Current events clubs, the League of Women Voters, the Women's Action Committee, other purely public-affairs groups, business and taxpayer organizations, the council of social agencies, men's and women's clubs, luncheon and service clubs, veterans' and patriotic societies, foreign-language societies, labor unions, libraries, management and professional societies, churches and affiliated organizations, planning boards, and other governmental agencies are usually included.

Preferably under the initiative of the school, these groups should be called together to survey the need, take stock of their individual and combined resources, seek agreement on principles, and in comprehensive fashion plan ways of providing adequate public-affairs education services for the whole community. If frank confession is obtained, most organizations will admit that independently they are not meeting the needs in their particular areas—that they are not reaching all they would like to reach with their programs or services. In unity there is strength and every group can do better the job it wants to do if there is a co-ordinated plan, co-operatively arrived at, for doing it. Initial meetings will have to be fairly frequent until each organization understands the work of the others and general policies and viewpoints are agreed upon. Co-operation can be based only on mutual understanding and acceptance of common goals. After major outlines of an over-all community program of public-affairs education are laid out, an executive committee and other operating committees can carry much of the load. The program that evolves, however, must be a community program with

the school and its services only one element in it.

Jobs to Be Done

What is the task of a community program of public-affairs education? Broadly it is (1) to provide easily accessible channels of information on problems, issues, and situations which concern the public, and (2) to stimulate everyone to become better informed, to think through the issues, and to participate in the formation of policy. Obviously such a task cannot be done by gathering a few adults into a classroom and lecturing them on government or the responsibilities of citizenship.

Elements of the Program

Each of the following elements of a comprehensive program is in actual use somewhere, some in many communities, although the author knows of no single place in which all of them are in operation. Each community Public Affairs Council has the obligation of deciding what elements are to be developed locally. Usually some priority will have to be established in developing the elements because the total program is rather large.

The Forum as a Means

1. *Civic forums and public hearings* are among the better known methods and may remain the heart of community programs of public-affairs education. The true forum includes the presentation of both sides of a sharply focused issue (compulsory peacetime military training, the Wagner-Murray-Dingell bill, the FEPC, or the location of a new high school) with opportunity for audience participation with questions and brief arguments. The amount of clash and fire and the reality of the issue are factors determining the degree of interest that is aroused by forums. Everyone likes drama, action, and clash. Usually, however, the best forum programs, even when conducted on both a community-wide and neighborhood basis, reach only a small fraction of the population—the self-called "alert and thinking" people.

An informative lecture on a topic followed by a question period often has value, but it is not a true forum unless adequate divergence of opinion develops around some issue involved. Obviously, if a lecturer argues for one side of a hot issue, to maintain balance, the opposition should be given a hearing at a subsequent meeting. A straight lecture without opportunity for questions and discussion usually has limited stimulative value and makes appeal primarily to the intellectual individual whose vote counts no more than that of the illiterate.

Monthly community-wide forums can care for only the major issues. One worthwhile consideration in selecting issues is their vitality to the community. Freeport, Long Island, tries to select the most controversial local issue or acute problem of

the moment for consideration by the people. Several viewpoints are briefly presented and then the issue is pommelled all over the floor. While legal authority for settlement of most issues remains with the village board of trustees, the unofficial town meeting gives the people a chance to have their say.

Hearings are Helpful

The public hearing involves only a slightly different technique. Prior invitation is usually issued to all people who have expressed a desire to be heard. Procedure approximates legislative committee hearings often with on-the-spot invitation for extemporaneous statements. While this method is open to numerical overloading by aggressive groups, it does give everyone an opportunity to present his views. Public hearings are particularly valuable when they follow widespread study and discussion by smaller groups which get little publicity or when they are purposely held to seek clarification of the issue involved and points of agreement thereon. A properly conducted hearing can do much to clarify the atmosphere on a nebulous problem or situation and pave the way for more study and discussion.

Operation of the forum can be a responsibility of the entire Council acting through a committee or a co-operative endeavor of the groups most interested in such activity. The Springville, New York, Community Forum, in a village of 3000, is a joint enterprise of the Rotary Club and the school board. The Council of Social Agencies, the Chamber of Commerce, and similar groups may hold hearings on matters falling in their particular fields, although care should be taken to insure unbiased treatment and adequate representation of diverse viewpoints.

Discussion Based on Study

2. An extensive program of *study and discussion groups* is another way to involve a number of people in consideration of public affairs. The elements are simple although the pattern can be quite varied. Existing groups connected with institutions like the church, settlement houses, libraries, or autonomous groups may devote some of their time to discussion of current issues and problems. Under institutional or individual leadership new groups specifically for discussion purposes can often be formed which in time will develop their own internal cohesion. Often from groups already established for other purposes can be pulled homogeneous and congenial clusters interested in public affairs. The weakness is that these groups may be too homogeneous in outlook for lively discussion and clash of opinion. This is less important in small groups since each person can express his opinion and feel significant participation.

The elements are an informal and personally acceptable discussion leader, a group interested in a matter, and an hour

or two weekly. Only if a group has gained considerable inner security can it provide adequate participation for more than fifteen.

Such a group can start by listening to any of the radio discussions of current events, follow any of the various magazine club plans for discussion, listen to a recording, see a social problems film, discuss a book, or simply break open the issue. Meetings can be held in the home, the library, a room at the church, a schoolroom, or, in season, out of doors. Before the war hundreds of "fireside discussions" were going on in the rural areas of one state.

A good practice for serious groups is to add more substance to their discussion by having the members take upon themselves the reading of background materials or the preparation of reports or papers on issues. In this way the group becomes a study club and is less open to the charge of "pooled ignorance." Libraries tie in nicely here.

Related to the discussion and study group is the more formal class meeting once or twice weekly. With competent teachers timely courses involving systematic study will attract selected adults. Streamlined titles on current events, Latin-American relations, the United Nations Organization, pathways to peace, economic problems, labor-management relations, intercultural relations, participation in local government, and similar areas are likely to appeal and build up a more systematic background for those interested.

Commissions for Studies of Problems

3. A technique of growing importance is the *commission*. While this term has no single standard meaning, it is used here to denote a group of eight to fifteen intelligent, open-minded, high quality citizens acting somewhat as a grand jury to investigate, listen to all sides, and think through an issue, a problem, or a situation in which the individual members do not have strong vested interests. They are selected by the Public Affairs Council as people willing to serve the whole community by stimulating thought and discussion more than because of their advocacy of any particular viewpoint. People already informed on the issues are naturally thought of first and are likely to be most anxious to serve. A commission embodying strong and divergent viewpoints, however, is more likely to spend its energies in internal struggle than in stimulating consideration by the community or in carefully studying all sides of a matter.

After the individual members have accepted their responsibility, the commission resolves itself into a study group and maps out its task in light of its general assignment. It has two general tasks: to study the issue or area and to stimulate others to study it. Certain staff services should be provided. Someone should be assigned from the school, library, or other agency

as secretary to help search out bibliographic material, dig up data, prepare briefs, arrange for hearings on various aspects and provide for the extension of discussion throughout the community.

The commission may want to take several months or a year to develop the issue or study the problem. By arranging forums, discussion groups, and neighborhood hearings, by wide distribution of briefs, preliminary reports, newspaper stories, and through various other methods and media the public can become informed and concerned.

There are two views relating to the final outcome of a commission's work. It is agreed that the commission should serve primarily as an education method in the broad sense. Some say that education should be the only purpose. Others see no harm in having the commission culminate its work with a summary statement of the same nature as a supreme-court decision — with no authority, however, other than that inherent in the commission. This final statement would review all the important differences of opinion and set forth the commission's conclusions and recommendations. Such a statement would be given moderate publicity and would be available to anyone interested. If issued and publicized sufficiently prior to the official decision, it might have considerable influence. It is probable that the acceptance and status of the commission and the nature and division of opinion on the issue should determine the action taken. If the issue or problem is one on which there is almost universal agreement, the commission obviously can go quite far in pushing its recommendations, and, if its contact with the public has been adequate, could be the voice of public opinion. If there is sharp divergence of views, however, it may be wiser to do little or nothing beyond issuing a fair summary of both sides and to leave each citizen to settle his own mind. It is usually wiser to retain loyalty to the total idea of public-affairs education than to let significant parts of the community split off and factions develop because a single commission has developed into a pressure group. For this reason it may be wise to let the final decision about the activities growing out of the commission's work remain in the hands of the Public Affairs Council, since it is responsible for the continuing program of which any one commission's work is only a fraction.



Helps to Groups

4. *Service to establish groups* is another important element in any well-rounded picture. In the central office — which the Public Affairs Council needs if it is to perform its clearing-house functions — should be a card file of all organizations interested in public affairs in the community. This can be the basis of a community calendar and of a periodic public affairs newsletter circulated to all organization leaders. In addition to commissions studying major problems, the alert Public Affairs Council will keep an eye open for "horizon issues" and will have committees to watch and keep informed on their development. Through the school and library brief bibliographies on a wide variety of issues, some of which may not be important enough for commission study or community-wide forums, may be prepared. The Citizens Unity Committee at Schenectady, staffed by personnel provided by the board of education, serves hundreds of established groups annually.

In addition, the central office in co-operation with area committees can keep a list of resource personnel — speakers, panel members, experts, discussion leaders — who are willing to go before established groups on the pro or con of an issue. Most of the action groups will jump at the chance of using such a clearing house arrangement to get their story before the community. For the sake of balance and adequate opposition, some encouragement may have to be given to the less articulate and less well-organized opinion in the community. This service, like a civic forum, must not become known as a method of propagandizing one side. If channels are opened for the distribution of literature through the Public Affairs Council, they must remain open to various viewpoints as long as the material is pertinent to an issue on which the Council is promoting discussion.

Public Opinion Polls

5. A new element in public-affairs education which has tremendous implications for democracy is the *public opinion poll*. Nationwide use of the personal interview for opinion polling is less than ten years old; only a few communities have used it although its values in local areas are fully as great as they are nationally. While there are shortcomings to opinion polls, nonetheless our system of government is based very directly on what people think — all people, not just vocal leaders and editorial writers. The opinion poll is the most scientific and reliable way of determining what people think — often more so even than elections which frequently reflect the opinion of only the minority sufficiently interested to vote.

The major uses of community opinion polls are three:

1. Results of the polls spread through newspapers and over the air stimulate in-

terest and build up information about public affairs.

2. Polls throw light on issues in which action groups may be interested. They tend to incite to action those who are for or against proposals and thus set in motion more interest in public affairs.

3. Councilmen, legislators, congressmen, school-board members, and others in policy-making positions have something more reliable than the voices of their articulate constituents on which to base their judgment and action. Without shifting any of their legal responsibility to the people, a local policy-making group can consider a reliably conducted opinion poll as an index to public sentiment without binding itself to obey if other considerations are involved. If policy makers feel that they must disagree with the poll, theirs is the opportunity of doing some public education of their own.

A relatively reliable opinion survey involving eight or ten questions at a time can be made in larger communities with thirty volunteers willing to follow directions and spend four or five hours in interviewing people. By using shorter questionnaires or by spending more time, fewer interviewers are required. For reliability approaching the national surveys 500 to 600 interviews based on a carefully constructed cross section should be obtained for a gross division of opinion without any group analysis. Fewer interviews can be used on questions showing significant inequality of opinion while more will be needed for reliable estimates where opinion tends to divide about 50-50. In small communities the number of interviews can drop lower with some loss in reliability.

The cross section is the key to reliability. The exact method of selecting the cases to be interviewed should be worked out locally by one who has familiarized himself with the methods used by the national polls, by the U. S. Department of Agriculture, or by the Census Bureau. In smaller communities, if the number of households is known, this number can be divided by the number of cases desired and every *n*th household sampled. In larger communities an adequate sampling of blocks may be set up and subsampling made within the blocks. The person in charge of this phase of work should have adequate background and would do well to spend a few hours studying the techniques of opinion polling before sending out interviewers.¹

Formulation of the questions is a technical job in which the school can play an important role. The techniques are very similar to those required to build good test items. Clarity is the key. The proposed questions should be tried out on a few well-educated and a few poorly educated people in order to see that the wording is both clear and not open to confusing interpretations. Tabulation is an office job which

can be done by hand very easily if there are no complicating breakdowns.

It is necessary, of course, that those in charge of opinion polling be strictly honest and objective in their methods. It is not a job that can be entrusted to propagandists if the results are expected to gain the respect of the community. Once the organization is established, it can be put to other community uses such as gathering opinions and data on a sampling basis for the Community Chest, Council of Social Agencies, and any governmental or quasi-public organization desiring it.

Reaching the Young Adults

6. National surveys and other research reveal that the young adults of America take too little part in public affairs compared with the total eligible population. Our electorate tends to consist primarily of the older elements in our nation. Regardless of the reasons or explanation the fact that young adults up to the age of 35 tend to show little interest in public affairs may indicate the need of a public affairs education program aimed specifically at the post-high-school years.

Manitowoc, Wis., in 1939 under the initial leadership of the schools established a program of *New Voter Preparation* which soon extended throughout the state. Since then the plan has spread in one form or

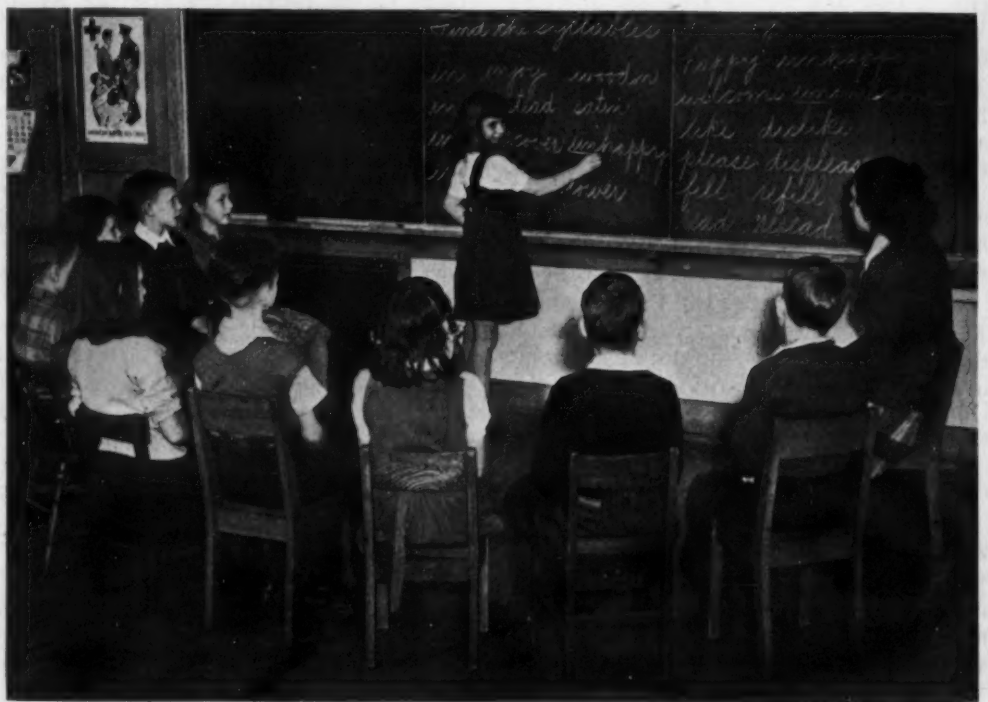
another to communities elsewhere. The Wisconsin development includes discussion groups and forums organized on a ward and election-district basis for 21-year-olds. These were led by trained volunteers. A county convention of new voters was held each year and the program culminated in a Citizenship Recognition Day which has since emerged as I-Am-An-American Day, a new national holiday on the third Sunday in May. While the program was strictly nonpartisan, nonpolitical, and nonsectarian, it was focused heavily on participation in local government and politics. The program suffered some during the war when most of the 21-year-old men were in service but the need continues to exist.²

Since the responsibilities of citizenship prevail throughout the year, it is probable that an adequate program for young adults would involve them in activities closely related to the governmental seasons. Possibly it should not be too strictly limited to a one-year age span. Less intensive follow-up activities blending into the total com-

(Concluded on page 84)

¹Bulletins available from Committee on Induction in Citizenship, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

²The Immigration and Naturalization Service, U. S. Department of Justice, Philadelphia, has prepared a pamphlet, "Community Recognition of Citizenship" (1944), which may be obtained free.



In the public schools of Birmingham, Michigan, the teaching of reading begins with the first contacts of children with the schools and continues throughout the grades. A bulletin* recently prepared by Supt. D. B. Ireland outlines in brief text and full-page photographs how the schools begin laying the foundation for reading in the kindergarten, how in the primary grades emphasis is placed on basic skills and interests in such a manner that children will want to read; how in each succeeding year reading becomes more and more a part of the life of the child for getting information, for building life-long interests, and for happy recreation. The Birmingham program gives due attention to individual differences in children, and to the need for constantly discovering and overcoming physical and mental deficiencies which prevent continuous progress. Reading thus becomes for each child the happiest, most useful tool for life use.

*Teaching Children to Read, 40 p., \$1, Board of Education, Birmingham, Michigan.

¹Cantril, Hadley, *Gauging Public Opinion*, Princeton University Press, 1944.

A Teacher Looks at the Board of Education

D. A. Morgan¹

Are you a new member of the board of education? If so, perhaps you are wondering what are your duties and responsibilities as a member of the board, what are the functions of the board as a whole, and what should you and the board expect from the teachers you employ in your school system.

Even if you have been a board member for several years, it might be well to sit down for a few minutes and ponder these questions.

The writer has had contact with boards of education and their individual members as a teacher and school administrator in the schools of Kansas for forty years. My experiences and my discussion of these topics with other school administrators whom I meet at least annually have given me some very definite opinions regarding the board of education and its functions and responsibilities.

However, I would first like to pay tribute to the many fine men and women who have been members of the boards of education in the schools in which I have worked. They are loyal, self-sacrificing individuals, who spend a great deal of time gratuitously for the upbuilding of our schools, and who receive no recompense for their labors expect the thanks of those who have worked with them and who know that these thanks are well deserved. Usually, the general public does not recognize them in any way except to criticize some action of the board which displeases one group or another.

In my experience, one member, a civil engineer, not only gave many hours of his time, but also gave of his talent in furnishing a rough outline of the plans for a new building to the architect, and later by constantly inspecting the building as it was being constructed. Another member, a corporation lawyer, elected treasurer of the board of education, scarcely let a week go by but he was conferring with the tax collecting agencies to see that the school received its proper share of the tax money.

Of course, there have been a few of the other kind of men on the board of education. One man when elected to the board asked another member what he would get out of it. When told that all he would get would be grief and plenty of it, he was not so well pleased with the job and later resigned. Sometimes the local banker is elected to the board of education for the sole reason that he wants the school funds to be deposited in his bank. Occasionally, a man seeks the office so that he can discharge the superintendent or the coach of

athletics, or some other member of the faculty who has incurred his displeasure. Such men are not seeking the welfare of the school, but are actually trying to hinder its progress.

Functions of Administrator and Board

The greatest problem confronting the school administrator and the board of education today is the matter of the functions of each. The administrator feels that the board is infringing on his professional functions. The board feels that the administrator has too much power.

My opinion is that the function of the board of education is purely that of formulating the policies of the school, of seeing that these policies are put into effect, and of specifying the amount of money to be spent, and the purposes for which it is to be spent. Even in these things, the board of education should rely a great deal upon the advice of the administrator. The actual work of the school should be in the hands of the administrator, for he is an expert in his field and is more competent to take care of the details of the school than is any individual member of the board or the board as a whole.

One of the items which becomes an issue between the administrator and the board is the selection of the teachers. Some administrators will recommend only one person for a position and insist that the board employ that person. Some boards of education select teachers without even consulting the administrator. I question very seriously whether the board should select teachers, especially without the advice of the administrator. Particularly is this true of teachers in the high school, who must be qualified in definite fields of knowledge or else the school is likely to violate the regulations of the state and regional accrediting agencies. I have never yet had a member of my board who was familiar with these requirements or felt that he should master them.

Personally, I cannot see why the administrator and the board cannot mutually select the teachers by using a plan that is agreeable to both. In recent years, prior to wartime, when teachers were plentiful, I used the following plan: Out of the many applicants I selected the three most promising candidates. These three names I submitted to the board, asking the members to take their choice because any one of the three would be satisfactory to me. Even then one board unanimously insisted that I name the one person to be elected because, as they said, after all I have to work with the teachers.

One of the things that a member of the

board should understand is that, outside of the board meeting, he has no more power or authority than has any other citizen who is not a member of the board. Too often a board member will attempt to control the school by making certain decisions himself without reference to his associates or to the administrator. The only time when a board member can exercise his legal powers is when the board is actually in session and a quorum is present.

Recently I heard of a board member who, without being granted the authority to do so sent out circular letters to the personnel of the school giving them instructions as to certain matters that he wanted carried out. Such a procedure is not only inexcusable, but it is also unethical. Instructing the personnel is the business of the administrator, not of the board of education, and particularly not of one member of the board.

Lest I might have given the reader the wrong impression by citing examples of improper conduct on the part of a very small number of board members, I wish to reiterate that this nation and its people owe a vote of thanks to the many fine men and women who have served so unselfishly on boards of education. May we continue to have them help our schools by their courageous and helpful service!

What Does the Board Expect of the Teacher?

Finally, we come to the question of the teacher. What may the board of education expect of her?

Since she is a public servant of the community in which she works, I believe she should adjust her actions to the majority views of the community.

I would expect her to co-operate wholeheartedly with the board and the superintendent in the policies they have set up for their school system. For example, if it is the policy of the board that corporal punishment shall not be used in the school, the teacher should refrain from inflicting such punishment on any pupil. If such a procedure is habitual with her and she feels she cannot conduct a school without such punishment, she should seek employment in some other school.

I would expect her to take an active part in the life of the community. No board of education should tolerate the suitcase teacher, the one who goes home or elsewhere every week end. Those with special talents should use those talents for the benefit of the community. The teacher with musical ability should participate in musical programs when invited to do so. Membership in local organizations would give a

¹Superintendent of Schools, Walnut, Kans.

connecting link between the school and the community. Men teachers might very profitably become members of civic organizations, of a luncheon club, and of other constructive groups.

Since America is basically a Christian nation, I believe that our teachers should be affiliated with his or her church not as a passive but as an active member.

I would expect a teacher to be emotionally stable. She should have considerable tact and should have the ability to get along well with the pupils and with the other teachers. A teacher, who cannot control her feelings, who loses her temper, who is sweet one day and sour the next, cannot have the confidence and the friendship of her pupils.

I would expect the teacher to be interested sincerely in the welfare of her pupils and not be just a teacher of subject matter. Instead of spending all her energies putting across the facts of history or the equations, in algebra, she should be thinking of the growth of her pupils, physically, mentally, and spiritually. In these days we must teach the whole child. The algebra teacher should be just as much interested in the English the child uses in her classroom as is the English teacher.

I would expect the teacher to be energetic and enthusiastic in her teaching. Enthusiasm begets enthusiasm. Pupils will not attack their work with vigor if the teacher is listless or indifferent. I do not believe the private life of a teacher should be reg-

ulated by the board of education, but if lack of sleep, due to too much social life, makes the teacher irritable, she should remedy the situation.

Finally, the teacher should be a firm believer in America and the American way of life. She should talk it to her pupils. Her very attitude should reflect democracy. Our democracy will fail unless succeeding generations believe in it and practice it. Certainly I would not want a teacher in my school who is always finding fault with our government.

To be a member of a board of education is a responsibility as well as a privilege. It is my sincere hope that this article will have helped you to determine your responsibilities.

A Useful Technic in Democratic Procedure

W. R. Godwin¹

There seems to be no standard pattern of organization to follow in developing a program of democracy in school administration. In Hutchinson, Kans., a city of 33,000 population, we are entering the third year of experience with a "Superintendent's Advisory Council." It has been sufficiently successful in improving teacher morale and in developing a spirit of co-operation in our faculty that we are willing to share our experience with others for what it may be worth.

Its organization was proposed by the new superintendent in his first general faculty meeting in the fall of 1943, and was frankly mentioned as a means of utilizing the best thinking of the entire faculty on various problems that would confront us. The teachers seemed appreciative of an opportunity to participate in the development of the school system.

Wide Range of Viewpoint

The council consists of eight people besides the superintendent. Five of these are elected by the teachers. These five are: (1) a teacher of kindergarten-primary grades; (2) a teacher of intermediate grades; (3) a teacher of junior high grades; (4) a teacher of the senior high-junior college grades; and (5) the president of the Hutchinson Teachers' Association, ex officio. The three who are appointed by the superintendent represent (1) elementary school administration; (2) junior-high-school administration; and senior-high-junior-college administration.

The purpose of the make-up of the council is not to secure factional representation, because all members are urged to consider themselves representative of the faculty as a whole. The intent is to guaran-

¹Superintendent of Schools, Hutchinson, Kans.

tee that nine different viewpoints (including that of the superintendent) be brought to bear upon each question that comes before the group. The assumption is that nine points of view are better than one, and that consideration of the question at hand will be assured a well-rounded discussion. Our experience has justified the original hope.

Function is Testing Ideas

The superintendent who occasionally feels that he has a good idea for the improvement of the schools is glad to sound it out at the council meeting. If after discussing the idea the council considers it good, the superintendent has more confidence in presenting it to the entire faculty. He feels that it is more likely to be received in a spirit of co-operation, and that it is more likely to get into successful operation.

Not all good ideas (or bad ones) originate with the superintendent. Any teacher or administrator who thinks he has a good idea can also test it out on the whole group. If a teacher who is not on the council thinks an item should come before the group, he or she can present it to a council member to bring up at the next meeting.

The superintendent presides, and opens the meeting by asking if there is anything that any member cares to bring before the council. Frequently enough items are presented to occupy the full time of the meeting, but the superintendent always comes prepared with agenda for the meeting to be used in the event other items of business do not take the full time.

Kind of Items Discussed

The following list of items has been discussed during the first two years and up to the present writing of the third year:

Offered by the Superintendent

1. Equalization of hours on duty by teachers in various parts of the school system — elementary schools and junior college
2. A system of requisitions to be used in obtaining instructional supplies and apparatus
3. Apparent inequality in teacher loads
4. A composite school calendar for all buildings for use in avoiding conflicts
5. The creation of a school publication to secure a greater degree of unity — not a superintendent's bulletin, and not a teachers' paper, but a monthly publication to which teachers, principals, superintendent, and board members all contribute
6. Change in time of issuing new contracts to teachers
7. Check up to see if teachers feel that administrative changes are being made too rapidly — rapidly enough
8. What the superintendent wants to gain from his visit to the classrooms. What the teacher should expect of the superintendent on such a visit
9. Requirement of additional training of teachers
10. One hundred per cent membership in local, state, and National Education Association
11. Plans for American Education Week
12. Plans to utilize government surpluses
13. Problems in securing good newspaper publicity
14. A plan of curriculum revision
15. Revision of office records of training and experience for salary schedule purposes
16. Needed steps to achieve soundness in local retirement system

Offered by Other Council Members

1. Resentment of elementary and junior high teachers at not being admitted free to high school and junior college athletic and dramatic performances
2. Teacher reluctance to make self-evaluations for the superintendent
3. Summer-school attendance requirements
4. Early action on revision of the salary schedule
5. The need of full administrative support in maintaining classroom discipline
6. Clarification needed on withholding tax practices
7. Possibility for greater use of local radio station in securing good school publicity
8. Soundness of local retirement system
9. Need of action in securing school legislation
10. Need of an extended program of adult education
11. Need of a visiting teacher

General Spirit and Procedure

Refreshments help to set the spirit of the meeting. The group meets in the board of education room on the second Thursday of each calendar month during the school year at 4:15 p.m. At the first meeting of the year, the superintendent serves as host

and provides refreshments, usually consisting of coffee and wafers. On an informal basis, other members of the council pair off and provide the refreshments for subsequent meetings. Usually fifteen to twenty minutes are required for refreshments and informal visiting.

No formal minutes are kept. The council is advisory in nature and does not have any constituted authority. It does not pass motions instructing anybody to do anything, but gains about the same results that might be expected if it had such authority, because there is mutual respect and a mutual desire to co-operate. The meetings adjourn at about 5:30 p.m.

The Successful Educational Administrator Is a Leader *Dennis H. Cooke, Ph.D.*

(Concluded from October)

SEVERAL GROUP CONTROLS USED BY SUCCESSFUL EDUCATIONAL LEADERS Smiling and Laughing

The fool laughs at everything, and the stoic finds no pleasure in humorous incidents. Smiling and laughing are reciprocal processes. Genuine smiles destroy barriers of position and social standing. Pleasantness and laughter are human elements that release the individual from certain frustrations. As group controls, smiles and laughter must be genuine and sincere. The slightest superficiality destroys their effectiveness.

Paying Bonuses

There are only two kinds of things in man's physical world: necessities and extras. Sunlight, air, food, water, clothing, and shelter are among man's necessities. With them he can exist. Music, flowers, moonlight, sunset, and bonuses are among our extras. We come to expect the necessities. It is the extras in life which we appreciate most. Life is full of extras if we but look for them. Corporations have found that a bonus increases the effectiveness of workers. Increases in salaries and promotions to titled positions are but a few of the rewards successful educational leaders offer teachers who demonstrate their excellence. Simple job security often proves to be a reward. Most teachers, however, work for tangible and immediate goals which are daily in evidence. But when the incentive becomes more important than the job, reward has been misused. Paying bonuses must result in a consciousness on the part of teachers that the reward is dependent upon the quantity and quality of work produced on the job.

Using Praise and Compliments

If a master painter produced a hundred identical paintings, the value of each painting would be very much less than if he had produced but one. Analogous to this is the use of praise. Too frequent praise is worth little; infrequent praise stimulates most. Yet an administrator who fails to praise a teacher when praise is deserved does not stimulate the teacher sufficiently often. Flattery of a jocular nature is entertaining and for the moment pleasant, but the overt jocose individual seldom produces permanent results. The school executive, for example, who attends educational meetings solely for the purpose of shaking hands and rendering lavish praise is disgusting.

Compliments, like praise, must be deserved and genuine if effective results are to be achieved. Too frequent compliments by the school executive are uncomplimentary, for no teacher wishes compliments from one who doles them out to everybody and on every occasion. Educational leaders who fail to seize opportunities to compliment deserving teachers or associates do not show adequate appreciation of the successful efforts of their co-workers.

Using Slogans and Mottoes

Slogans and mottoes are not ends within themselves; they are representative of larger goals. Managers of political campaigns, warmongers, and result-getting industrialists realize the stimulating value of slogans. Many educational administrators formulate mottoes or slogans in campaigns to clean up the school grounds and in other types of drives. Some teachers attempt to condense the idea of safety education into slogans. Those terse state-

ments are vivid and easily remembered. When the teaching personnel, by means of slogans and mottoes, becomes conscious of its responsibility to the child the total energy of the teachers becomes purposive.

Using Propaganda

Genuine interest in school affairs is created if an administrator conceives of propaganda as synonymous with public relations. But a few school executives conceive of propaganda as a careful mixture of truth and lies as basic elements. The reader will easily sense the weakness inherent in the use of the latter concept of school propaganda. Teachers lose confidence in the administrator who gives expression to glossed truths which, in reality, are only half-truths. Considering propaganda as synonymous with public relations, the school executive should discriminate as to where and when certain facts should be presented.

PRESTIGE IS A NECESSARY REQUISITE TO LEADERSHIP

Prestige for the school executive is a profound respect that must be manifested voluntarily by the teachers. For economic and social reasons, prestige is inherent in the office of the educational administrator. The proper amount of prestige encourages confidence and respect in the leader. An attempt to gain too much prestige on the part of the school executive results in a pompous response among teachers. Too much prestige increases the seriousness of his mistakes in the public eye. Too little prestige breeds disrespect and contempt. The administrator who leans on the prestige of his office soon finds that he lacks the respect and confidence of teachers. The school executive cannot demand

prestige and respect. He must earn them; and when he does, they will be forthcoming from the teachers.

Educational Leadership Must be Adapted to Specific Situations

The leadership that is effective in one situation may be wholly inadequate in another. For what do we want the leader? Discipline? Organization? Control? Curriculum? A specific type of educational leadership, above all others, is demanded in a given situation, as in the case of the young man who applied for the principalship of a small rural high school. He showed to the board of education a sheaf of well-selected and much-to-be-desired credentials and an excellent college record. To say the least, he was somewhat surprised when the chairman of the local board of education told him that the board "don't give a hurrah about credentials and how much you know, but we are looking for someone who can thrash 'em every day and still be waiting for 'em when they come back for more." Such an attitude may not be approved by the Society for the Prevention of Cruelty to Animals, but it represents the type of educational leadership which a few boards of education still demand. Obviously it is educational leadership on its lowest level.

The folkways, morals, mores, customs, and social institutions of the people in a given community will greatly determine which type of educational leadership is likely to be productive of the most good. As social change does its work and communities are brought out of their culture lag, they may pass successfully from one type of educational leader to another without too great and too sudden inconveniences to the participants, which is a process of adapting educational leadership to specific situations.

A Few Responsibilities of Effective Educational Leadership

A major responsibility of an educational leader is to develop within the faculty an attitude of loyalty to that group and to its leaders. Loyalty to a common idea prepares the group for concerted action.

An educational leader is responsible for causing teachers to feel that the students in their classes are their own, that they are responsible for the children's future, and that each student is a different problem. Teachers must feel that problems which arise in the classroom are theirs. Personal pride in being a teacher, the public-service attitude, and the I-am-responsible-here ideal are desirable attitudes worthy of cultivation in all teachers.

Educational leaders have a responsibility for helping to prepare future educational leaders. An administrator who is jealous of the initiative of teachers denies future teachers and pupils an adequately trained leadership, because some of the teachers of today must become the educational

leaders of tomorrow. A democratic educational leader delegates as much of his authority and as many of his duties as teachers are able to accept. He becomes a more effective leader when he uses the dynamic energies of teachers to achieve the school's objectives. If we assume that teachers learn through experience in leading, it follows that school executives should delegate to each member of the faculty those duties and responsibilities with which teachers are able to cope successfully. Each successful experience progressively prepares teachers to carry on other jobs with more independence and greater confidence.

School Executives Are Responsible for Improving Their Own Leadership

Leaders learn to lead more effectively through actually leading and not through armchair philosophizing about leadership. The alert administrator evaluates his own assets and liabilities. Through such analysis he discovers that he is able to influence others through the use of certain techniques and that his use of certain other methods results in dismal failure. Hence, he must learn to stress his strong points and to strengthen his weak ones. He should analyze the various steps of the unsuccessful techniques and discover what causes these failures.

IMPORTANCE OF TRAINING, EXPERIENCE, AND SELF-EXPRESSION Training

In every field of endeavor the trained man has an advantage over the untrained. Especially in educational leadership there is necessity for formal training. In such training one obtains a broader outlook on the general practices of other leaders, he studies the specific techniques used by them, and observes the results. Carefully selected college and university courses under the supervision of experienced leaders in the educational administration and related fields are recommended. Potential educational leaders should observe carefully the techniques of leaders not only in the educational field but in business and government as well, for leadership in

all types of activities is based upon many of the same underlying principles.

Experience

Basically, experience follows training. The ideal situation is a combination of both at the same time. This is impractical in most school organizations. It is, therefore, necessary for experience to follow training. An educational leader's experience might begin in a position as classroom teacher and using all the possible means at hand to develop his leadership capacity. If such capacity is evident early in the experience, it may be sufficient to continue training only in administration. Growing in leadership through experience gives poise, sureness, and reliability to the potential leader. In colonial days, Patrick Henry was stripped of his sword and military powers as head of the army of Virginia and possible leader of the revolutionary forces, on which his heart was set, because he had no experience in the field and no formal military training. There seems to be no substitute for actual experience.

Self-Expression

Self-expression is an important basis of professional leadership. It is the means through which a school executive's formal training influences others. It is the final link in the chain that connects him with the teachers, the impelling influence that brings about desired action. There is no place where a school executive falls short as often, or is judged so critically, as in his method of expression. Here frequently is the point of differentiation between a leader and a headman.

Self-expression is evidenced in speaking and writing. The man with the Miles Standish complex may realize only too late that the world is full of John Aldens. The speech should be clear, concise, spiced with humor, unaffected, and commanding. A well-directed sentence or a fitting word has proved to be the final salvation for many school executives. What board of education has not been impressed with a well-organized and accurate report? How many educational leaders have made their positions secure because they understood where, when, and how to use written propaganda? Many men in education have become outstanding leaders by their writings.

WHAT HAVE YOU DONE?

As a school executive now in service, or as a potential one, what have you, the reader, done to attain leadership? You cannot hope to be successful in educational administration without providing some leadership. Do not say you were born without potentialities for leadership. Use what native ability you have. Make an honest effort to develop those traits conducive to effective leadership, and when the opportunity presents itself lead.



The Language Teacher and the Future

Celeste Abbate*

This brief paper is an attempt to clarify the practical and immediate problems which confront the foreign language teacher. That these problems exist in present-day foreign-language teaching is no secret; and despite the fact that there are those who would scorn the "unnecessary" and "disturbing" influence of the reform, any inexperienced observer can perceive at least a need for recognizing these problems.

It might be interesting and profitable to begin with a study of the emphasis placed on language learning at the present time, and the implications this emphasis has for the postwar period. If we are going to attack this language-learning business, we must do it positively, sincerely, and with an eye to the future.

The only lasting peace will be one brought about by an understanding of the world and its people.¹ There is no question that language can be used as a valuable common ground to establish this understanding, and language teachers are charged with the responsibility to equip future generations to meet their world neighbors on their own ground and to return the interest these neighbors show in our own language and culture.

A speech in a man's own language will touch his heart. Why was Vice-President Wallace's trip to South America so successful?² Why did he receive a tremendous ovation when he addressed the Costa Rican Congress in fluent Spanish? Why was a single American doughboy able to capture fifty prisoners of war at Oran, only because he knew a little Arabic?³ How did the allies manage to reassure the French people at Oran, thereby preventing an upset of planned strategy? The answer lies not in written language, but in spoken language. By every social law, speaking is essential to friendly contact between people.

For the past decade, the Soviet Union⁴ has sponsored an intensive study of the languages spoken by the different nations of the Soviet Union. One of the basic reasons for disunity in China and Russia has been the fact that their various peoples speak distinct and different dialects.

The success of German economic warfare during the past twenty years was largely due to the German merchants' perseverance in learning to speak the language of his customer. In South America alone,

the balance of trade between the United States and the countries of that continent has been extremely unfavorable in comparison with that of Germany. Though other factors may have been operating to produce this situation, it is doubtful whether any forces were as potent as language. Before a German has gone into a foreign country, he has painstakingly studied the language,⁵ the culture, and the habits of the people residing in that country. This is significant for us because we have a great task ahead of us. True, we are not going to reorganize the world, but we shall have to engage in the distribution of food abroad, to work with industry in rehabilitating the occupied countries, and to participate in civilian missions of good will, and all this must operate on a common ground—the language of the country involved.⁶ Holland set us an admirable example in her dealings with her colonies. She studied and spoke their native languages and sponsored their cultures, with the result that the two fused into a harmonious and integrated union. Unquestionably the most integrating force in the British Commonwealth of Nations is the fact that all the peoples involved speak the same language and are able, therefore, to understand each other.

The Army and Languages

Despite the attacks on the teaching of foreign languages during recent years, it is a cause of satisfaction to note the importance languages have attained in the army educational program.⁷ This alone, is not the only manifestation of popular interest. There has been a great upsurge of attention among the civilian population, businessmen, and government workers. And our diplomatic agencies have added to the number of "voluntary" students of foreign languages. An encouraging factor is the growth of language study in correspondence courses, off-campus classes, night schools, as well as the considerable amount of language study carried on in the schools of the armed services.⁸ The general public is buying more foreign language books, according to reports from various publishers, than ever before. General bookstores report a wide demand for beginners' grammars, dictionaries, and simple readers. As a nation, we are aware of the dynamic growth foreign trade will experience after this war, and it is extremely significant to

observe the means used in preparation for expansion.

With these trends in mind, suppose we look to the objectives that have prevailed and those which will have to prevail in order for us to achieve a positive approach to language learning problems. Shall our objectives be those established by the report of the modern foreign language Study, or, shall they be reconcilable with those of Cordell Hull, Henry Wallace, and the American army? Shall we teach our students to read, or to speak and understand? It is true that only one officer on General Eisenhower's staff at Oran knew the French language.⁹ An American news correspondent wrote recently of the "linguistic murders" committed by American doughboys. But, these soldiers have had at least two years' training. Where has this ill-spent study disappeared, and what is wrong with our method of teaching?

Language Teaching Should Begin Early

Charles R. Walker has well said that "All children learn the fundamentals of language by the age of five. They learn to speak before they read. Three fourths of the time in language courses is spent learning rules of grammar and applying them by conscious logic, which leaves too little time for practice." The army relies on aural training and conversational practice under the supervision of native instructors, with the result that the student hears the correct pronunciation and develops it for himself through repetition.⁷

Professor L. O. Wright,¹⁰ of the University of Oregon, writes in *Hispania*, "My primary aim in a first year Spanish class is aural comprehension; second, oral expression; and third, visual comprehension and written expression." This method places the horse before the cart, reversing the procedure which holds sway in hundreds of schools today. Our new objectives of understanding and speaking place emphasis upon sheer repetition, association, and meaning. This does not mean that the study of reading, writing, and of the culture of foreign countries will be excluded, but that there will be a redistribution of emphasis. The idea of having native teachers is a good one, and though each high-school language department may have only one, this teacher may well be used on a rotating schedule to begin the necessary aural training. The use of a linguaphone and a radio are helpful, but these cannot be considered certain tools for achieving our objectives in themselves. Visual aids

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¹Eleanor Roosevelt, *Saturday Review of Literature*, 26:10, April 10, 1943.

²American Association of College Registrars, 19:27, October, 1943.

³Mario Pei, *Hispania*, 26:194, May, 1943.

⁴Soviet Linguistics in 1942, *Modern Language Review*, July, 1943, No. 3.

⁵Theodore Huebner, *Hispania*, May, 1943.

⁶Laurence Hervey Skinner, "Role of Modern Foreign Languages in Post War Education," *American Association of College Registrars*, October, 1943.

⁷Saul Robbins, *High Points*, 25:48, October, 1943.

⁸Crofts *Modern Language News*, November, 1942.

⁹Charles R. Walker, *Reader's Digest*, May, 1943.

¹⁰Prof. L. O. Wright, *Hispania*, October, 1940.

are essential in furnishing the student with a cultural background of the language he is studying. There is no limit to the techniques a teacher may employ to make language study effective, lasting, and interesting — if she has the energy. The conventional language class is by far the least exhausting and requires very little ingenuity on the part of the teacher. As for the student, if he is bright, there will be no stumbling blocks to independent progress and achievement; and if he is dull, learning to speak a language will not be too difficult for him. If he has been able to learn his native language, he should be able to learn another, in the same manner. If we eliminate the problems of method and approach, we shall find that social problems will also be eliminated. Our objectives in language teaching will more nearly satisfy the interests of students, parents, and national life.

The Culture of Foreign Countries

More nearly than any other authority, Kaulfers¹¹ establishes a clear and pertinent platform for the future. When he urges that the trend should be to have the student come into contact with the culture of the country primarily through the medium of the foreign tongue, while he is developing skill in the use of the language — not after "covering the grammar" as was done formerly — but to "sharpen his linguistic tools on content worthy of communication from the standpoint of *thought* and *ideas*." The beginning course should afford the student the satisfaction of using the language in meaningful content from the very start and should appeal to interest as a factor in learning. Motivation plays an important part in inducing the student to practice rigorously the fundamentals of pronunciation and self-expression. There is a difference between the *incentives* which have been employed by teachers, and the *motivations* which should be employed. Most of the fiendish devices used today to coerce the student into doing page after page of written exercises, with no other objective than to train him in grammar, may be called incentives. This procedure has tended to establish fixity, which in itself stifles language behavior and conceptual thinking. Inadequate teaching constructs a barrier to the learning process, and it can only be remedied by a complete revision of purpose through the meaningful experiences afforded the student.

No doubt, the above thesis may be attacked, as so many other suggestions for reform have been, on the ground that it is all "theory" and distinctly characteristic of the novice. A prominent teacher of languages writes that the new teacher knows very little about "excited, bronco-busting sophomores" and that the new progressive school of language instruction knows nothing of the "depressing difficulties with

which seasoned teachers have to contend."¹² Also, that students are not interested in learning anything in and of itself, but are interested only in getting a grade or a credit and that they "believe there should be an elevator to success." If this is true, my argument has acquired one more stanchion. What could more positively indicate that foreign language teachers are disregarding the *interests* of young people? Language learning can be easy, enjoyable, and profitable — one condition, however, is necessary to the situation. The teacher must be freed of administrative pressure if she is going to do a good job. There are numerous facets upon which the light of learning shines, and they must be individually clean and bright to produce the enlightenment we seek.

The foreign language demands of the war department agencies have not been adequately met by us, considering the fact that language teaching has been a regular subject in the high schools.¹³ Perhaps this is in part due to those who so assiduously discouraged the continued use of foreign languages in the American home.¹⁴ If educators had been quick to realize the liaison that would have been possible between school and home through the encouragement of language and culture native to immigrant peoples, many social problems would never have come into being.

Causes of the Decline in Efficiency

From 1931 to 1941 the decline of foreign language study has been due to our mechanistic view of life,¹⁵ to complex social changes and the interest in social sciences, and to the lowering of the norm of intelligence, causing the study of the humanities to be neglected and relegated to second place in favor of teaching manual and vocational skills. In comparing our program of language study with that of other countries, the League of Nations' report of 1937 established these facts: that the United States is the only country, out of 37, which starts language instruction after the age of 13; that 34 out of 37 countries begin between the years of 9 and 12; that 21 out of 37, or 57 per cent, teach language 6 years or more. We are at the bottom of the list, with a teaching period of two years. Laurence Hervey Skinner states, "In the postwar world there will be a great resurgence of the study of modern foreign languages. This will be attributable to the number of factors which yesterday were at once unpredictable and inestimable." He lists the following reasons for the coming upswing: our participation in a global war; the phenomenal advance in aviation, with all its implications; our leadership in a postwar world. Relevant to his second reason — the phenomenal advance of aviation — is an article written by Theodore Huebner, which was condensed from an

article titled, "The Modern Languages in Service of German Air Efficiency," and published in November, 1938, in Berlin. It is hardly surprising to read that our former enemy considered the knowledge of foreign languages "of considerable personal and practical value as well as an aid in the promotion of international understanding."¹⁶ The techniques that Germans employed in South America were to be put to work, or so they thought, in mastering the airways. Oddly enough, prior to this past decade, German air lines were far ahead of American air lines in South America, and because of this the study of Spanish and Portuguese, used in South America, became uppermost in the German mind. They used language for the propagandizing of German air travel through advertising material, for the training of young men and women in air education, for the training of future specialists in air law, in aeronautical engineering, in foreign trade. They used foreign language study shrewdly in the prewar and the war situation, for military conquest was to be preceded, accomplished, and aided by linguistic mastery of the tongue of conquered by the conquerors. The studies being carried on at Yale University, Foreign Area Studies, have exploded the idea that we cannot learn foreign languages without "beating about the bush," as has been the custom. We can, if we must. And as teachers, we shall if we wish.

Some Basic Needs

It is evident, then, that we can no longer relegate foreign language study to the position of a tool subject; we shall make it less mysterious and more widely useful by putting it to work. Mr. Skinner states the following points, which I believe are worth mentioning:

1. Language should be carefully selected for its particular field of value.
2. Language study should begin at an earlier age and should continue over a longer period of time.
3. The emphases should be: comprehension, speaking and reading; grammar should be taught indirectly and functionally.
4. Great emphasis should be placed on the country studied — its political institutions, economic practices, and culture.
5. In the world of tomorrow we should look for an enduring collaboration of democratic peoples, free to cherish their own languages and traditions.

¹¹Laurence Skinner, *American Association of College Registrars*, October, 1943.

ANTIOCH BOND ISSUE PLANNED

The board of education at Antioch, Calif., has completed plans for a bond issue campaign to provide \$300,000 for a new school-building program. The bond issue proposal followed a master plan, adopted in 1944-45 for expansion and postwar development after an intensive study by the board of trustees, Dr. Charles Bursch, and the E. J. Kump Company, architects of San Francisco.

¹²Myron E. Duckles, *Modern Language Journal*, October, 1942.

¹³Maxim Newmark, *High Points*, 25:33, May, 1943.

¹⁴M. Margaret Anderson, *Hispania*, May, 1943.

¹⁵Kaulfers and Lembi, *Modern Language Journal*, October, 1942.

For Efficiency We Must Remove —

Insecurity in the Schoolroom

Kermit Eby¹

Recently I had the opportunity to pore over the files of a clinical psychologist. And from the sociological point of view, my more or less superficial findings were as tragic as they were interesting. I didn't have to draw up an appropriately weighted normal curve to see that neuroticism is most prevalent in those sections of our society which are the logical foundations of citizenship and democracy. In particular, the number of teachers and children with mental problems was appalling. And even more appalling was the fact that nearly all these cases followed the same pattern, were developed from the same unnecessary cause.

Take the case of Tommy P., which had at least a hundred counterparts in these files. Tommy was brought to the psychiatrist at the suggestion of his teacher, who suspected a mental deficiency. Nine years old, he was only in the second grade. Although he seemed to work as hard as the other boys and girls, he had never learned to read and did the rest of his work poorly and with great difficulty. Generally listless, he had not been able to make many friends and was often bullied by the other boys. He had even been unable to establish a satisfactory relationship with his three brothers.

Given an I.Q. test, he came out with a score of 150. Obviously, his maladjustment was personal and not mental. Questioning of his parents revealed that an unstable home life was the basis of Tommy's trouble.

Both parents were of high intelligence and good background, basically compatible, but there had been friction between them for several years, the friction growing out of insecurity and want. Mr. P., who had been a bank clerk ever since his marriage, was earning \$1,800 a year, and Mrs. P. gave the clue to the whole problem when she remarked that she had "expected him to be more successful." At this point, Mr. P. lost his temper, complained that his wife was always nagging him, fretting about the housework and the impossibility of feeding four children on his wage, scoffing at him every night for not being able to get a raise; furthermore, she complained about her health and had developed a habit of staying in bed, making the children stay home from school to take care of her and cook the meals.

Upon a sensitive child like Tommy, the constant bickering and insecurity of his home life had had a severe effect. He had become shy, self-conscious, aloof. Trying to escape from a life which he couldn't understand, he daydreamed instead of playing and studying.

Tommy P. was a brilliant and gifted child.

¹Director, CIO Department of Education and Research, Washington, D. C.

on the road to becoming just another hopeless, helpless neurotic, perhaps a juvenile delinquent, certainly an adult failure. And yet, there was nothing a psychiatrist could do for Tommy. Divorce would certainly not give him the security he craved. Psychiatric counsel would not help his mother with her heavy housework and budget problems. The whole root of the difficulty was economic, yet a psychiatrist can hardly go to a bank president and plead with him to double the salary of one of his clerks.

The Tragedy of Want

And the whole tragedy of Tommy's story, as I have said before, was that his is not an isolated case. It is well known that divorce and broken homes are responsible for 60 per cent of our problem youngsters. The depression was filled with cases of disrupted family life because there was not enough income to provide living necessities.

Education is the backbone of democracy, for it should foster that hope and confidence in children that makes them good men and active, contributing citizens. Democracy has received a challenge in the last few years that has not as yet been withdrawn and will not be withdrawn until a democratic nation like ours can solve its economic problems and become, as it must, the hope of the world. As long as we have so many Tommies in our schools we will not be developing the men and the citizens who can meet this challenge.

Not only are the children in our schoolrooms so often unprepared to receive education, but the teachers themselves are too frequently unprepared to educate. All work and no play makes Jack a dull boy. It makes him a dull grown-up too; and if he's a teacher it makes him a dull teacher.

Low salaries have withheld from America's teachers the recreation, the vacations, the security that are essential for a healthy, normal life. Because of these low salaries, too many of our teachers divide their time between lecturing, reading, and worrying; they never relax, never get away from their job. Built up tensions emerge under strain in the classroom. They obscure objectivity and withhold from the pupils that understanding which is an essential part of instruction. Low salaries, furthermore, have tended in the past few years to restrict entrance into the teaching profession, one which should be attracting the best brains in the country. As long as teaching salaries are low it is the children in the schoolroom who suffer. To illustrate in one way, the National Education Association has found that a state which paid its teachers \$1,196 in 1920 had 23 men per thousand rejected by the Army and Navy on educational

grounds, while a state which paid its teachers only \$481 in 1920 had 110 educational rejections per thousand.

At the depth of the depression, WPA economists drew up a minimum decency budget for families on relief. This budget was recently brought up to date by the research department of the CIO Textile Workers Union; that is to say, it was brought into line with the present cost of food, shelter, and clothing. It was found that to maintain the average American family of four on this budget today an income of \$1,752 a year is needed—anything below is substandard. Yet, the average teaching salary in the United States in the school year ending June, 1944, was \$1,150. And this was only an average. Five per cent of the nation's teachers were being paid less than \$600 for their teaching activities. This is simply not enough for the people who must teach our boys and girls the fundamentals of democratic living. Society pays dearly for substandard wages.

Economic Sufficiency and Education

Public education in America, including state universities and teachers' colleges, is almost entirely supported by state and local taxes. These taxes, in turn, are dependent on a high standard of living—home-owning, property improvements, utilities receipts. As long as the vast majority of people can not afford to indulge in these revenue-yielding activities, teaching salaries must remain low.

Unionization strengthens the bargaining position of teachers as a part of the municipal payroll, and through the union many teachers have been able to raise their salaries. Federal aid to education is also a partial answer to the problem.

Moreover, federal aid would do much to eliminate the unfair geographic differentials that are now restricting the educational opportunities of children in low standard of living regions such as the Southern and rural communities. In the years 1939-40, urban youngsters received \$105 per pupil in average daily attendance, while rural pupils received \$70. It is clear that rural children are, according to the U. S. Office of Education "seriously handicapped . . . in educational opportunities available to them." It is not too much to ask that through federal aid to education all of our children be given an equal opportunity.

Neither unionization nor federal funds, however, gets to the real root of our school problem. Tommy and his teacher are both suffering from the basic economic dislocations of our time.

The time has come for the teachers and clerks of America to recognize their position in the economy, to realize that their fate is now inseparable from that of the workers. As long as 38 million wage-earners are not earning taxable incomes, are not living taxable lives, teachers must be underpaid. As long as these wage-earners do not have savings, clerks, including bank clerks, must receive low salaries. As long as wage-earners are insecure, salaried workers will be insecure.

Full production is as imperative a goal for

the American middle class—the clerks and teachers—as it is for the workers. For without capacity production we will have unemployment.

Not so long ago, depression and unemployment meant very little to the white collar and professional classes. Up to 1910 and even as late as 1920, there was a shortage in America of clerical and professional help. Depression in those days and the days before them spelled lay-off and poverty for the men on the production line, but it seldom reached the man behind the desk; even if this man did lose his job, he could always find another in one of the rapidly expanding service industries. So fast were the middle-class occupations growing, as a matter of fact, that between 1910 and 1930 clerks and salespeople alone increased from 14 to 22 per cent of the total working force.

Needs of the Middle Class

But while the service industries themselves were growing, the number of clerks and technicians was also increasing by leaps and bounds, due to a higher national education level and to the attraction of white-collar working conditions. For the first time, Americans began to talk of "overcrowded" professions where it was becoming increasingly harder for middle-class technicians to earn a living. In large part, it was this glutted middle-class labor market that made the depression of the '30's such a drastic crisis instead of just another depression. For during this depression, not only industrial labor but huge numbers of the middle class became permanently unemployed. Artists, chemists, actors, engineers, typists, accountants crowded the relief rolls along with manual laborers.

Unemployment and low income are no respectors of occupation in today's world. Therefore, whether they like it or not, the American middle class is inextricably bound up with the welfare of the labor movement. Labor's gains are their gains, labor's losses their losses. The middle classes can bolster their economic security only as they press to raise the industrial income. For our national industrial payroll supports the butcher, the baker, the farmer; it supports the churches and libraries and schools; and, in the final analysis, insofar as it supports our institutions, it supports democracy itself.

If we are to perpetuate and perfect our democratic institutions, then we—both labor and the middle class—must use every means at our disposal to make full employment and high wages an intrinsic part of America reconverted. Under present conditions, the best means at our disposal are political vigilance and pressure.

Better Wages and Productivity

The American right wing has severely criticized labor's political activity within the last year. These critics argue that a labor union is by definition an apolitical body, concerned only with raising wages and improving working conditions, not with the overall economic and political picture. Yet,



The Victory Loan Drive: the final major war job.

these are the same people who in former years blasphemed labor unions for demanding higher wages when profit levels were too low to allow such increases. The point is that labor has become political because it realizes the contradiction here. High wages are the result of high productivity; from a contracting economy it is impossible to procure a higher standard of living. If we want to see high wages and a higher standard of living, then we must go to work politically to make our national economy an expanding one.

Restricted production must go. This is labor's whole political program. Restricted production has given America a competitive low-wage labor market which automatically frustrates attempts to raise living standards. This is the sort of labor market our conservative forces are trying to restore today when they oppose full employment.

Restricted production would be even more

depressing in the future than it has been in the past. For technological improvements during the war alone have vastly increased worker productivity. No one knows how many workers will be displaced soon by the industrial use of atomic energy, of radar and other precision devices, but reliable estimates predict that worker productivity at the end of the next three years will be one-third again as high as it is today and will continue to rise. Because we can look ahead and see this coming, we must plan for the fullest possible consumption of our vast resources.

In order to consume all that we are capable of producing, we must raise purchasing power. There has never been any overproduction in this country; there has only been underconsumption. When everyone has the money to buy what he needs, we shall not produce too much.

(Concluded on page 84)

Problems in the Supervision of Elementary School Instruction in a County-Unit State

Robert D. Baldwin¹

At a recent meeting of county superintendents of schools (the only kind of superintendents we have in West Virginia) there was a long, earnest discussion of the problems confronting them in the supervision of elementary school instruction. Of course, the problems are multiplied now in this immediate postwar period by reason of the many teachers who have been drawn off into various war and related services and the consequent emergency certification of many who are ill-prepared for the exacting responsibilities which teachers must always shoulder, more especially in wartime.

But these superintendents were not satisfied merely to scrutinize their war-emergency problem. They strove to come to grips with it as it has faced them in the past and will face them in the future. In their thinking they sensed three problem areas into which elementary school supervision seemed to fall: (1) schools in which there is a principal who has all or a considerable part of his time free from classroom teaching and for supervision-administration; (2) schools in which the principal has a full day of classroom teaching; i.e., schools where there are from two to seven teachers, as generally organized in this state; (3) one-teacher rural schools where the teacher is the complete professional corps, subject to only occasional visitation and stimulation by the county superintendent or an assistant superintendent. The writer will try to indicate the particular problems which were discussed under each of these problem areas, and to set forth constructive suggestions looking toward their more adequate solution.

The Situation Reviewed

1. There are in West Virginia approximately 300 elementary schools of eight or more rooms, in most of which the principal has a large portion or all of his time free for supervision-administration. The chief problem confronting county superintendents in their endeavor to improve assistance to teachers was the fact that often this time was so slightly employed for the improvement of instruction. There was little complaint as to the sort of personnel with whom principals were privileged to work, since it was the consensus of opinion that, by and large, the better prepared teachers and the better teachers were to be found in these larger schools, since promotion for elementary teachers generally had meant moving successively from the one-room rural, to the two- to seven-room village, to the larger town or city school. In other words, with comparatively good human material in their staffs, these principals in too many instances were

failing to realize the results which a vigorous and well-authenticated supervisory program would yield.

In fairness to their principals, county superintendents pointed out, quite frankly, to the members of the state department of education who were present, that a rather considerable pressure was exerted by the state department on themselves, and in turn by themselves on their principals, to get in the rather too extensive reports required by the state. It was suggested that the department lessen this pressure by simplifying some and eliminating others of these reports. It was also suggested that a contributing factor to this failure to make the most of time allowed for supervision was lack of adequate preparation of elementary school principals in the philosophy, techniques, and practice of supervision. In support of this contention may be cited the fact that in 1944 only 123 elementary principal's certificates were outstanding, and not all of these were held by principals of schools belonging to this group. It may be added that principals holding these certificates have had at least four hours of graduate work in the principles and practice of supervision of elementary-school instruction and four more in elementary-school administration. While lack of preparation for supervisory service might be a valid reason for failing to utilize time available for supervisory leadership in the case of principals who do not hold the principal's certificate, it would hardly do for the 123 who do. And the criticism of the county superintendents was directed at principals generally.

Supervision versus Administration

The writer would like to suggest a casual factor in this failure which might apply to both those with limited and those with fairly extensive training in supervision-administration. This causal factor might be briefly described as overemphasis on the executive aspects of the principalship. To elaborate this statement somewhat, administration of a school has two major aspects. The first is organization or planning, which concerns itself with surveying purposes and setting up objectives; exploring resources available, both material and human; and co-ordinating and organizing these resources into an effective plan for achieving the objectives. The second is execution, which concerns itself with (1) putting the plan into effect, (2) caring for the many details that require attention in the management of any complex social institution or agency like a school. This (2) of execution must be looked after, but it is less important than (1); in fact, if there has been good planning, (2) is

for the most part cared for under (1). What we are trying to say is that, if a principal will let it happen, he can become so engrossed in the details or minutiae of execution, with the things that are there to be done—and there is seldom any scarcity of these—that he will not get to the really important tasks which constitute his greatest responsibility and call for the sort of administrative judgment and skill that is relatively scarce on the market, namely, program planning and program execution. The temptation to do this is ever present, both because myriads of things are always there to be done and because doing them one after the other provides the illusion, at least, of "getting things done."

Now planning and organization are nowhere more important than in supervision. Hence, if the less important aspects of administration claim the attention of the principal, supervision at best will be only sporadic and piece-meal suggestion, at worst merely arbitrary and mechanical inspection. In supervision probably more than in any other of his administrative responsibilities, the principal must steadfastly set his course against the claims of the merely momentary and casual, and organize his resources and his efforts in the light of long-term objectives.

If a principal has this capacity for program planning—and certainly no one should be appointed to the principalship wherein there is time free for supervision who lacks it—then assuredly it ought not to be made difficult for him to employ his energies in this direction by requiring of him hours of the sort of routine involved in making extensive reports, checking records, answering the telephone, typing letters, etc., which can be better done by a competent clerk. Engaging such a clerk would be a move in the direction of genuine economy.

Problems of Teaching Principals

2. Approximately 1300 elementary schools in West Virginia consist of from two to seven rooms. They are presided over by teaching principals, all of whose time during school hours is occupied in classroom instruction. In some cases, by various devices, these principals succeed in freeing themselves from their own classrooms for limited periods during which they visit other classes in an endeavor to assist teachers in improving their instruction. Naturally, this supervisory assistance is inadequate. Consequently, most of the supervision has to be done by assistant county superintendents, who generally carry many administrative responsibilities in addition to other heavy supervisory responsibilities for one-room schools. The outcome seems to be

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that teachers in these schools get very little supervisory assistance in the form of direct visitation by and personal conference with those who might be expected to give them constructive help. To the extent that instruction is improved by relatively easy and frequent professional contracts, teachers in these schools may, and often do, stimulate one another quite helpfully. And this is all to the good.

The chief question is whether this should be left to chance or should be purposefully planned and organized as mutual professional stimulation and improvement. An able principal, by adroit use of well-planned teachers' meetings, even without free time for supervision, might accomplish much in the improvement of teaching. Or the assistant superintendent might organize such meetings with considerable benefit. The point is that there needs to be a well-thought-out plan. One suggestion which offers great promise is that of a *super-vising* principal whose responsibility would be solely for improving the teaching in several of these schools whose resident principals would then be concerned chiefly with routine administration. In a sense this proposal does not differ much from one that would make available more supervisors for a county with no other administrative assignments.

One-Room School Problem

3. In 1944 we still had 2811 one-room schools, the number varying from one each in Jefferson and Ohio counties to 111 in Kanawha county. Ten of our 55 counties have 80 or more of these, and there are 40 or more of them in 32 of our counties, while only 9 counties have less than 20 one-room schools. When it is remembered that practically all of West Virginia is more or less mountainous, it will be clear why, from the standpoint of physical inaccessibility alone, these are generally our "problem" schools.

But there is another factor in the picture, not unrelated to physical inaccessibility, which makes supervision of these schools so difficult. That is the fact which most of the superintendents regretfully but frankly admit that generally the less trained, less experienced, and less able teachers are assigned to one-room schools—this despite the fact that the teacher in such a school is the one responsible professional person there, with no professional associate, from whose even physical proximity might come a certain sense of security and morale. Mind you, reader, this is not a case wherein a relatively uninformed board of three citizens of a common school district has chosen, from a limited number of applicants to teach in this inaccessible school, that teacher who meets best its modest notion of what a teacher capable of taking on so heavy a responsibility should possess in the way of training, experience, and ability. This is a county unit, wherein the board elects teachers nominated by a professional officer, who is then generally privileged to place the teachers in such a fashion as to get the best educational results. In fact one of our major contentions in support of the county unit of school administration is that it makes possible what we call "equalization of educational opportunity" in

the county. This is its intent; this is its avowed purpose. How does it happen, then, that generally progressively better talent is found the farther it is removed from the one-room school?

Two answers were given: (1) Teachers generally object to and many positively refuse assignment to one-room schools, largely because of unsatisfactory living conditions in West Virginia rural communities. They regard a transfer from a one-room school to a village school and from a village school to a town or city school a promotion; a transfer in the opposite direction is held to be a demotion. (2) Village, town, and city patrons generally much more positively and insistently voice their disapproval of a less capable teacher than do rural patrons, and, conversely, appear to show their appreciation of a good teacher more promptly. Superintendents, concerned as they are with supervision to improve instruction, and recognizing that generally the less trained, experienced and able a teacher is, the more he needs supervisory assistance, decry the situation which nevertheless they feel powerless, human nature being what it is, to alter. Again and again they have said, in entire sincerity, "Tell us how to get and keep good teachers in rural schools." Not a simple problem, but the writer has a suggestion which might help considerably at least to bring it within more reasonable control.

Training Discrepancy Great

At present, outside of emergency certificates, relatively few certificates are issued to those presenting credentials below two years of training beyond high school. But in 1944, of the 10,191 elementary teachers listed in the state superintendent's biennial report, 6431 had certificates of that grade or lower. Allowing for the fact that many of these are teachers called back to serve in the emergency, one may still state that half of the state's elementary teachers are no more adequately prepared than that. It seems a fair assumption to make that, if we could close the gap in amount of preparation of our teachers, we would be in a fair way to close considerably also the gap in their fitness to teach. That is, if instead of a range of original preparation from two years to five years beyond high school, we could reduce it to a range of four years to five years beyond high school, we would find our profession more equalized than before. The real difficulty now is that the training qualifications of members of our profession are so widely discrepant. This discrepancy creates a further one, in that the process of sifting out the relatively incompetent cannot be as effective in two years of training as it would normally be in four. The net result is that the range between the most adequate and the least adequate teachers is great indeed. Thus, when the poorer teachers are assigned to rural schools, the discrepancy in quality between rural and other elementary teachers is vastly greater under a 3-year than under a 1-year range of training between the least and the best prepared. Hence the proposal is that West Virginia proceed immediately to set up a program of teacher training which, beginning

with September, 1947, will enroll no one just out of high school for a course of teacher preparation contemplating less than four years of work and a baccalaureate degree at its termination.

There is another consideration in this longer preparation for teachers that needs mention—that it will tend to professionalize us more, to make us take the longer rather than the shorter view of our work, to make us more concerned with the services we may render than with the mere conveniences and personal rewards involved. This is not to say that nothing will need to be done to improve living conditions for teachers in rural areas, and to enhance their opportunities for professional contacts and the richer stimulation resulting therefrom. The point is that the better prepared teacher will be more dynamic in co-operating to create these improved conditions himself. And this is one factor that counts, and counts heavily.

With the improved teacher at work in rural schools, the problem of supervision tends to stabilize, and to concern itself, not with new faces continually on new assignments, but with deepening the impression of *relatively* permanent service in each rural school community. Of course this does not contemplate less supervision, but a different kind. And supervision then can *plan* ahead, hammer out a program which hangs together, instead of, as now, having perpetually to back and fill, to piece and patch, to stutter and stammer. In short it can articulate and integrate, it can run and not be weary, it can walk and not faint.

THE EFFECT OF SODIUM FLUORIDE ON DENTAL CARIES

Dr. John W. Knutson, of the U. S. Public Health Service, and Wallace D. Armstrong, of the Department of Chemistry of the University of Minnesota, in the September 14 issue of *Public Health Reports* give the results of a Study of Sodium Fluoride on Dental Caries. The report presents data on the dental caries experience in the permanent teeth of two groups of children for the second study year and for a two-year period ending May, 1944. The children participating in the study comprised a part of the school populations of North Mankato, Arlington, and St. Louis Park, Minn.

The report shows that during an eight-week period, the children in the treated group received 7 to 15 topical applications of sodium fluoride solution to the teeth in the left quadrants of the mouth. During the two-year period ending May, 1944, 41.3 per cent less teeth became carious of the fluoride-treated than of the untreated teeth of the treated group of children. The number of additional tooth surfaces which became decayed in teeth which were carious at the beginning of the study was 23.1 per cent less in treated than in untreated carious teeth.

During the second study year, ending May, 1944, 46.6 per cent less treated teeth became carious than untreated teeth. The number of additional surfaces which became decayed in previously carious teeth was 25.2 per cent less in treated than in untreated carious teeth.

The findings indicate that the fluoride treatments are fully as effective in inhibiting dental caries during the second year following treatment as during the first year. It suggests that the treatment of carious teeth reduces about 20 per cent the liability to attack on additional surfaces.

The incidence of caries in the permanent teeth of the control group of children was strikingly similar in the two upper quadrants and in the two lower mouth quadrants.

The Administrator's Responsibility for Measurement

William I. Painter and Helen Welch Painter¹

Measurement is a direct administrative problem. The majority of schools cannot provide a test director, and it usually falls to the administrator to sponsor intelligence and achievement testing within the school. He is largely responsible for the success of testing: the philosophy involved, the tests given, and the use made of results. It is of importance that principals and superintendents have a clear understanding of principles and procedures necessary for an effective measurement program.

Administrators seem to fall into one of three classifications with respect to measurement. As with a disease, the epidemic strikes some heavily, passes over others lightly, and misses some entirely. Thus we find administrators who have such enthusiasm for testing that a vast number of tests is given, with the result that children and teachers are worn out by frequent repetition and there is insufficient time to make use of results. Other administrators, who have learned that measurement is a progressive method and who want to be thought progressive, have tests given but never scored or used. And then there is the administrator who does not believe in tests and will have nothing to do with them.

Each of these positions is erroneous. Measurement as a procedure has suffered more from the unwise use of test results than from any other cause, but to test and not to use the results is also a common error. The school whose administrator has no sympathy for objective examinations does less harm to its pupils than the school which follows either of the other two procedures. Measurement wisely understood in philosophy and practice can be of inestimable service. Administrators should have an accurate, well-defined concept of it.

An Underlying Philosophy

Any philosophy of testing centers about the teacher and the child. The child is really the central point of any educational planning, but the success of the program is influenced largely by the attitude taken toward the teacher and by the teacher. Testing should not be an administrative means by which to judge teachers. This theory is basic and upon it full cooperation of the staff may hinge. Since measurement first began to assume importance in school systems, educators have warned against the use of testing to promote, retard, or dismiss teachers. It has been urged that tests be used to improve instruction and not as measures for or against the individual

instructing, though such a goal is difficult.² The administrator who, from the beginning, takes this stand and clarifies his position regarding it has laid a strong foundation for cooperation between himself and his staff, which is conducive to a good program.

The attitude of the administrator thus has a direct bearing upon the attitude of the teacher. Any teacher who realizes that test results are not to be used as a basis for comparing her efficiency with that of others will be motivated to assist the child through measuring devices. She will be more willing to discuss interesting scores with the principal and to seek his advice. In turn through this exchange of thought the teacher will benefit by the principal's broader viewpoint. We remember a principal who had questioned the efficiency of an older staff member. He exclaimed at tests which indicated a range of abilities from 63 to 156 I.Q. in this teacher's class, and his attitude became much more constructive after he viewed objectively the difficulties under which she worked.

Fundamentally testing aims at a better understanding of the child. With the cooperation of the teacher the examiner is more easily able to develop and maintain a favorable attitude toward testing on the part of the young child and to overcome aversions toward it by developing rapport on the part of the older child. We know that, unless we have the full cooperation of the child, a test should not be given. Any guidance effort is concerned with the discovery of individual differences, which become a basis for curricular, instructional, supervisory, and administrative procedures. The adjustment of the child and then the adjustment of a group or class within the school may follow. Test results which are of immediate importance will in time, therefore, become valuable in long-term studies.

Testing has limitations and advantages which must be understood, for they have a direct bearing on one's philosophy of measurement. In developing a testing program the administrator will find certain concepts useful to his thinking and valuable for determining practices to follow. These are discussed briefly here.

1. Tests merely reveal what exists at the time. Any interpretation of results must consider the conditions under which the test

²Such a point of view does not conflict with the use of tests for general school survey and experimental purposes, for the ultimate goal of each of these procedures is improvement of the whole educational program; but it does imply that test results will be used to a greater degree as a means of identifying more specifically special instructional problems both for a given class and for particular pupils, and as a guide for remedial teaching.

was taken, the educational background at the time, health factors, and the like. Environmental conditions change. Likewise items of knowledge change.

2. Results of one test cannot be accepted as absolutely reliable, especially for any particular pupil. Under different conditions these may change. Frequently retests reveal varying scores. Personal opinion, however, is subjective, and consequently the results of even one test are at times far better than mere opinion. Results of several tests taken together furnish objective measures which should be valuable to anyone interested in the child.

3. The score made by the child does not represent necessarily that child's true score. For example, a child making a score of 38 might likely on the same test make a score ranging from 34 to 42, more or less, depending on the reliability of the test. Thus when the scores of children fall close to each other we cannot say with certainty that the child with a score of 38 is superior to the child with a mark of 35, even if the test circumstances were nearly equal. The error of probability may be so large as to make such a statement untrue. We can, however, turn to divergent scores and point out with reasonable assurance that the child with the higher score is superior to the child with a much lower one, other factors being equal.

4. A test score in itself has little or no significance. It is meaningful only in relation to other scores, whether these be established norms or scores of a small group.

5. While results on any one test are not absolute measures, it seems well to re-emphasize this point as applied to intelligence tests. Usually an individual mental test is a more reliable measure of a child than a group test. Even then, results are subject to change. An I.Q. may vary; it is not necessarily constant for all children at all times. Environment and educational factors may influence and modify it to some extent. For the majority it probably remains fairly stable, so that it may be said, in general, that a very bright child will remain superior in intelligence as an adult. Too much stress should not be placed on an I.Q. without ample testing over a period of time, and teachers must use care and judgment in their interpretations. In general, aside from extremely atypical cases, it is a tragedy for a child to be classified definitely by a teacher as mentally inferior. Retesting may and sometimes does reveal different results.

6. Judgment and care should be used in giving out information on tests to children and parents. A teacher may allow a child to

¹University of Akron, Akron, Ohio.

compete with himself—to compare the results of achievement tests taken at the beginning and end of the year in order to see the improvement which he has made in various subjects. In such cases it is advisable for the child to know what he has made on the tests. (Similarly, if a parent sees such measures of his child's growth, valuable parent-pupil-school understanding and cooperation may ensue.) Furthermore, under certain conditions tests may be used for stimulating group competition. For mental tests, however, the opposite is true. The child does not have the experience and training necessary for understanding such terms as a mental age or an I.Q. Many children place too much dependence on these results and suffer increased maladjustment from a feeling of inferiority or superiority. It seems questionable for any person of any age to know his exact standing on a mental test because of the indirect, if not the direct, influence on his behavior. For the same reasons, it should be the practice not to tell parents about a child's exact performance. If used wisely and carefully, mental age and an I.Q. do have definite values for the people working educationally with the child.

7. Finally, personality tests are to be used with discrimination. People who deal lightly with such tests should see the disastrous effect they have had on some children. Not infrequently the thoughtless exposure of a test result and even the mere taking of this type of test by an observant pupil work irreparable damage. True, we need to know when a pupil has undue mental conflicts or unpleasant home relationships, but these and similar factors must be discovered with care, and great tact and sympathy must be used in attempting solutions. We must bear in mind that personality tests are not yet as successful or reliable as they should be. A recent report on army testing points out that personality measurement is "difficult and baffling" and that the "outcome has generally been unsatisfactory."³

Certain Procedures

If we have accepted this philosophy, we still are faced with the actual procedure of administering the examinations. Too often, it seems to us, school people become so engrossed with what tests to give and what groups to give them to that they neglect the *where* and *how* of testing. Yet so important are these two factors that they may nullify all results. Unless the administrator is cognizant of them, he cannot make their importance clear to his staff.

Where should tests be given? Preferably they should be administered in a work situation which is the schoolroom or a room like it. This is, of course, sound psychological procedure, in that the child feels at home in his school environment, will not be distracted by alien objects, and will be in a frame of mind receptive to work. (Physical factors of heating, lighting, and seating should conform to similar standards.) When groups

are tested, a classroom may be used. When a single individual is examined, the environment should be no different. Every school should have a small workroom for individual testing, without disturbances or distractions. This room should be near the classrooms especially of small children. Through personal experience the authors have learned of the excitement and dismay of young children upon being led through long corridors to a place seemingly far from their home room. Rapport between the examiner and the examined is impossible then for some time at least. We have seen kindergarten and first-grade youngsters visibly lose their eagerness for the new "game" as they climbed two flights of stairs to an unfamiliar location. One small boy clung to a radiator in fear of falling from the hitherto unknown height of two stories. Under such circumstances the examiner must spend time eliminating such impressions before testing can be begun.

Just as tests are of little value unless there is complete rapport between the child and the examiner, so the results are valueless unless the examiner knows the *how* of testing. If the specific test directions are not followed, and if time limits are ignored, how can the results obtained be compared with the norms in the test manual? The resulting test scores could be compared only with each other, not with standardized measures. An administrator needs constantly to reiterate this danger as a warning in order to avoid carelessness in test procedures on the part of the staff.

Not everyone has been trained in measurement, however, and teachers without the desirable background frequently must give tests. How, then, is a teacher to learn the proper procedures? Here again the administrator must help. When the teacher understands the theory back of testing, then she is ready to familiarize herself with the particular test to be given. Needless to say, the best way to learn how to administer a certain test is to take it yourself, following it through, step by step.

What tests to give and what groups to measure are problems which, it seems to us, are largely local, dependent upon the local situation and upon both the reliability of the measuring instruments and their validity for measuring the factor on which objective data are needed. In most cases it probably is desirable to have mental test results. If a child is not working up to capacity he must be stimulated and if he is overproducing according to his mentality, he needs praise. No matter how brilliant the child, it is seldom that his performance is equally superior in all things. The best child can be shown ways and points of improvement. For most children we can provide praise for some work and worth-while motivation for better achievement in other work. Such procedure does not encourage feelings of superiority or inferiority.

In the elementary grades a reading test is especially valuable, since the ability to read is fundamental to all schoolwork. It can be of great importance in the secondary school also, although unfortunately in too many high schools nothing is done to improve reading

skills. To test and then not to use the results to overcome the weaknesses indicated is a procedure totally out of keeping with good testing. Achievement tests of a composite nature and various subject-matter tests may be worth while at certain times.

For the most part, however, measurement should not be for its own sake; it should be undertaken when there is a definite need for it. We may find that some tests, as the reading test, are needed for one or more grade levels at definite intervals, while other tests are needed less frequently or not at all. Unless the measurement program involving certain tests is a part of an institutional study on a long-term basis, there seems to be little justification for giving tests indiscriminately at set periods. If a sound philosophy has been adopted by the staff, a teacher will request standardized measures only when she feels the need for them. Under such circumstances, we may be confident that she will actually use the results. A testing program must be flexible, and testing largely at teacher request will insure such flexibility. This may and probably will lead to extensive individual testing.

The extent of testing may be influenced by costs. A school with a limited budget may carry on a program of measurement adequate for its needs at small expense. A school with more generous funds may need to apply wisdom to the selection of tests in order to avoid indiscriminate measurement which has no sound purpose in the local situation. True, like most aspects of education, the part which measurement plays in guidance and instruction cannot be estimated in terms of money but must be judged in less tangible values. Sometimes, however, the contributions to solving educational problems involving acceleration, promotion, diagnosis, and enrichment may be so great that a testing program may lighten total school costs.

To Summarize:

Perhaps it cannot be emphasized sufficiently that the administrator should proceed slowly with a testing program. He must have a clearly developed philosophy of measurement himself, if he is to lead his staff to a practical viewpoint toward it. He and his teachers must realize that tests should be given only when the need for them exists, that they should be administered only according to proper procedures, and that there should be full rapport between the individual examined and the examiner. If an administrator starts out slowly under those circumstances and carries on wisely, assisting with correct selection, procedures, and interpretations, the testing program will demonstrate its own values and services and will expand in time, through the growing recognition of its worth.

BUSINESS OFFICIALS WILL MEET

The National Association of Public School Business Officials has fixed April 15 to 18, 1946, as the dates of its next convention at Pittsburgh, Pa. President Edwin F. Nelson, Hartford, Conn., and Secretary H. W. Cramblet, Pittsburgh, are preparing the program. An exhibit will be held.

³Walter V. Bingham reports on the army testing program. *School and Society*, 60:276-7, October 28, 1944.

The Soldiers Speak

What Education Do Veterans Want?

John D. Messick¹

The men and women of the armed forces like the G.I. educational program as it is set up. They appreciate greatly the vast attempts which are being made by schools and colleges in their behalf. Furthermore, they are not any more a problem, if as much, as are the average young people in civilian clothes. These conclusions I have arrived at after spending six weeks in four large USO centers in Washington, D. C.; Greensboro and Aberdeen, N. C.; and Richmond, Va., recently, which verified my findings of a year ago.

In the spring of 1944, I took a one-hundred-hour institute course on the approach to and treatment of the G.I. at Columbia University, under the auspices of the United Service Organization; and for the three summer months following I was director of the Greensboro, N. C., USO center, where the attendance was over 60,000 service people monthly. These experiences have given me considerable insight into the problems and thinking of the service person, and it is my opinion that, except for the mentally ill, adjustment to civilian life will not be difficult. My inquiries concerning the attitudes of the veterans since the close of hostilities in 1945 confirm my earlier observations.

Although the service person regards the educational program highly, only a small percentage of them will avail themselves of the opportunity of returning to school. The chief reason for this is the feeling of economic insecurity.

Married men and those of mature years say they cannot afford to take time to go to school but must get jobs as soon as possible in order to earn a livelihood. They like the educational factors of the G.I. Bill of Rights better than

any other phase of it and think the government is doing a splendid piece of service in offering the educational opportunities to those who are in position to benefit by them. Sgt. Anthony Niele, a high-school graduate from Roosevelt, Long Island, gave the core idea as reflected in this group when he said, "I cannot afford to go to college because I have a wife and two children to support, but I think the G.I. educational bill is excellent for single men, and for married men if they are financially able to help support their families. As for me, I expect to operate a shoe store in Roosevelt when I return home." Sgt. Paul Goshell from Trenton, N. J., who has not completed his secondary-school work, said, "I have a wife and two children and shall have to go to work immediately to support them. I have a vocation as a fisherman and shall probably continue in the work I know best. However, I do think there should be short trades courses offered to those men who are not equipped for a vocation and who must take the shortest route to the quickest adequate job available."

Many of the service people who already have a profession or vocation are very desirous of refresher courses for as long a period of time as there is a felt need for them, and they believe the trades schools and colleges have an absolute responsibility in making provision for such courses.

There will be a demand for the continuation of an accelerated program. The men believe they should be permitted to take as great a number of points as they are capable of carrying and that summer schools should be provided so they may graduate in the shortest possible time. Cpl. John Davis, who was in the Engineering School at Ohio State University for one semester, expressed this sentiment when he said, "I expect to return to Ohio

State to complete my work. I have no criticism at all of the program except that I do believe it should be possible for me to complete my work as soon as I am able." Capt. Lawrence G. Campbell of Ridgewood, N. J., who has only completed high school, was in agreement with him but said, "I expect to take everything at Montclair State Teachers College from the orientation course to my diploma. I do not want to miss some important part of the college work which expert opinion had deemed best for me." Lt. Bernie Rabino-witz of Passaic, N. J., said, "I was a senior at Massachusetts Institute of Technology and about a month away from graduation, but I expect to return to spend at least a year to complete my work. I want to refresh my memory and to be sure that I am not missing anything."

Some are of the opinion that entrance examinations should be easier for them and that particular leniency in their behalf should be observed for at least a semester until they can make adjustments to habits of study and to the quieter classroom procedure. Sgt. Woodrow Lamb from Smithfield, N. C., said that he lacked one year of completing his secondary-school work before he went into the army, but that he had taken courses through the USAFI and from Belfast College to enable him to complete his high-school work. He plans to take veterinary science at North Carolina State College, but says that unless the college does recognize and make an allowance of time for him to make the adjustments, he doubts seriously if he will be able to keep up the pace as set for freshmen. He hastily added that the G.I. was much superior to the freshman in general knowledge but not in study habits and book information.

The consensus of opinion among nonhigh-school graduates is that they should be given a general examination not only to ascertain their ability but to determine their learning capacity, and then be placed at the most advanced point possible and be permitted to proceed accordingly. Everyone was of the opinion that all schools should recognize the work they have done in the army, in service schools, and through the USAFI; and that they should

(Concluded on page 72)



Officers and Enlisted Men marching to class at the XXII Corps School, Muenchen-Gladbach.

(Signal Corps Photo.)

¹Dean, Montclair State Teachers College, Upper Montclair, N. J.

An Experiment With Germicidal Lights

Frank R. Morey¹

With maintenance of health one of the great objectives of the school program, the attention of schoolmen has turned increasingly in recent years to the use of devices to reduce the spread of diseases among children. Quarantine occasionally is unsuccessful because the disease has often been spread before the ill child is placed under quarantine. The recent action in Pennsylvania in removing some diseases from quarantine control is evidence of this weakness. The chest X-ray to discover tubercular cases is an example of the direct attack on the problem of control of the spread of infection.

One proposal for controlling the spread of air-borne infectious diseases is the installation of germicidal ultraviolet lights in schools. This method is the same as that employed in recent years in hospitals to kill bacteria in the air. If such lights are equally effective in schools, they will prevent the spread of air-borne diseases from child to child. Such lights also would kill the millions of bacteria sprayed through the room in droplets from sneezing. Thus the spread of mumps, measles, and chicken pox would be greatly reduced. Also, the spread of colds would be controlled within the range of the lights, although colds can be spread from adults to children at home, as well as from children at school.

An experiment to test these beliefs in the effective control measures of such lights was begun in the Germantown Friends School, Philadelphia, in 1937, and in the Swarthmore elementary schools at Swarthmore, Pa., in 1940. The experiment was in charge of and directed by Dr. Mildred F. Wells and her husband, Mr. William F. Wells, an engineer, both associated with the University of Pennsylvania School of Medicine, The Commonwealth Fund, and the General Electric Company. All equipment and materials used were carefully checked to be scientifically correct, they are cleaned weekly to be kept at maximum effectiveness, and their effectiveness is checked periodically by the use of instruments devised and used by Mr. Wells and his assistants.

The installation of the fixtures in the Swarthmore schools was very carefully planned to be scientifically correct. After several trials, it was decided to place the four fixtures, each about 30 inches long, just at the tops of the blackboards, two in the front of the room, two in the back of the room. This raised them about 7 feet above the floor, so that the upper air with floating micro-organisms was constantly subjected to attack by the rays thrown off by the special ultraviolet lamps, with a wave-length a little shorter than the wave-length of the domestic sun-tan lamp. At first the installations were



The germicidal lamps in the Swarthmore schools are so placed that the rays cannot possibly strike the children and cause harmful burns.

placed only in the classroom, but after experience with epidemics in this area, lamps were installed in corridors, gymnasiums, offices, and cafeterias.

Careful checking of all pupil absences from measles, mumps, and chicken pox has been made by the school nurse and the teachers, to provide the data for Dr. Wells's study. Several epidemics in the Philadelphia area provided ample opportunity to secure adequate data. With the rooms irradiated in the elementary grades, where children are highly susceptible to these diseases, and with high-school rooms lacking such radiation for older children who normally contact few cases, the situation was ripe for study. The results showed a great reduction of spread in classes in irradiated rooms. In Swarthmore, hardly more than one third of the cases occurred at primary school ages, and nearly one half at high school ages, but in Philadelphia as a whole, as in previous years, two thirds of the cases occurred in primary school ages. In a district adjoining Swarthmore, the attack rate in the elementary schools was four times that in their high school. The weekly attack rate among susceptibles in high-school unirradiated rooms was five times higher than in the irradiated elementary classrooms.

After five years' experimentation, the Swarthmore school board has approved a plan to extend the installation of lights to all high-school rooms. From the standpoint of the experiment, this will test the control effect among the older children, will test the possi-

bility of preventing younger children in the homes being contaminated by high-school pupils from the present unirradiated rooms, and will test the possibility of eliminating entirely these diseases of childhood. "Its (the ultraviolet lamp's) worth in the war against disease is not to be guessed at, but must be worked out by laborious experiment guided by the precision of the engineer, the patience of the bacteriologist, and the motherwit of the epidemiologist. As a beginning, Germantown and Swarthmore have made history."²

²The Annual Report of the Commonwealth Fund, 1941, p. 59, New York City.

POPULATION ESTIMATES

The United States Bureau of the Census has issued a report indicating that the population of the United States as of July 1, 1944, was 132,563,271, as against an estimated 133,966,319 in July, 1943. The estimates also state that the population 18 years and over in July, 1944, was 90,995,281, as against the high point of 93,249,706 in July, 1942.

SCHOOLS MAY KEEP WAR EQUIPMENT

Schools using equipment bought with federal funds during five years of war-training programs may retain title to it and will not be required to surrender it to anyone, according to the provisions of the 1946 Appropriations Act for the U. S. Office of Education. The effect of this provision makes the schools owners of some \$75,000,000 worth of tools and equipment.

In most instances, title to the equipment is held by the State Board for Vocational Education. But the school system or school unit actually using the equipment is not required to give it up to the state.

¹Supervising Principal, Swarthmore, Pa.

Schools Should be Saving for the Future

J. O. McClintic, Ph.D.¹

From many quarters, we have been hearing the advice to take heed of our individual and family futures by laying aside reserves for postwar expenditures. This is sound advice for the individual. To the extent that it is followed funds may be put into bonds and the pressure of inflation may be reduced.

Many necessary services are purchased by our community agencies, our school districts, and city governments. Demands upon these are heavy at present, and in the school districts will be still heavier as the postwar era develops.

In building up reserves for postwar services, school districts and local governments have an opportunity which they should not miss. Ten states legally permit such subdivisions to lay aside reserves. Oregon began in 1931; California followed in 1937. Other states now include Kentucky, Massachusetts, Michigan, Nebraska, Nevada, New Jersey, New York, and Washington. For the first time in a number of years many of them have been finding that their incomes are in excess of their expenses. Just as in the case of many individuals and families, there are several reasons for this. War conditions have spurred business activity in many areas, so that business and individuals are in better taxpaying position than they have been for a long time. Tax delinquencies are generally at record lows. Further, certain activities are reduced by lack of materials or man power, or by temporarily reduced enrollments.

Construction Must Still Be Postponed

Building projects are being planned but construction is necessarily delayed. Buildings, equipment, and supplies are listed as "purchase urgent when possible." Population studies show inevitable increases in enrollments after the war. The commitments of the Federal Government to educate the returned service men and women portend huge enrollments in secondary schools, colleges, and in technical, vocational and occupational preparatory institutions. If the needs of these schools are to be met, as they must be, some sort of financial plan must be devised.

Ways of Meeting These Needs

As the war emergency declines and the effort to avoid inflation continues, communities will be faced with the necessity for making choices to meet future needs. Whenever there is a surplus of revenue over current expenditures, there is a tendency on the part of many taxpaying groups to demand sufficiently large cuts in the tax rate, especially in the levy for capital outlay, to wipe out the surplus. In communities which are able to maintain existing tax rates it will become possible to establish a reserve fund to finance

the school, sanitary, and other special construction which will be necessary in the next five or ten years of the postwar period.

If a board of education ignores the pay-as-you-go method of financing capital outlay, the only alternative will be the issuance of bonds with the attendant long-term payments for principal and interest, or the educational program of the schools will be hopelessly crippled.

Sometimes the less desirable course of issuing bonds cannot be avoided. Emergencies such as unusual increases in enrollments or a major disaster may require bonding because the immediate need is too great to meet any other way.

Not a New Idea But an Extension

The idea of pay as you go is not a new one. One of the more prominent instances of a community which has realized the gains from this policy is that of the City of Milwaukee. In a report issued in as far back as 1936, relative to financing public works, it was said that, "... the total outlay for principal and interest payments on a one to twenty-year serial 5 per cent issue is 152.5 per cent of the principal. A policy of issuing bonds ... to finance all or a greater part of the costs of improvements leads ultimately to a fixed burden of interest and principal payments, annually greater than the benefits received in the way of cash invested over the same years, and the inflexibility of charges for interest and principal on outstanding bonds makes it necessary, in times of declining tax collections, to make up for the decrease by reducing the year's expenditures for improvements, or for services."² Milwaukee, by following the pay-as-you-go policy since 1920 and by building up its bond-retirement funds has freed herself of these interest charges.

A few school districts follow the pay-as-you-go plan, but many, many more might well use the present opportunity to begin the policy of retiring existing bonds and of laying up a reserve.

Basic Assumptions for Reserves Pay as You Go

For purposes of clarification it may be helpful to state that the policy of laying up a reserve for capital outlays has, among the possible bases for consideration, the following assumptions:

1. It is assumed that the people of a given area desire to maintain a high standard of educational opportunity, a standard in keeping with the financial capacity of the state and the community.

2. It is assumed that the people of the community will not wish to sacrifice great long-term benefits for effervescent short-term offsets of minor magnitude.

3. It is agreed by the community that there is full realization of the ever increasing importance of rich, comprehensive education to maintain and develop our democracy.

4. It is assumed that provision for the building program will not be made at the expense of the instructional phases of the general school program.

Advantages Gained Through Reserves

Several advantages will accrue in most cases where reserves are used.

1. The financial status of the district is strengthened through a lower debt burden and a higher cash reserve.

2. The avoidance of interest on bonds saves large sums to the taxpayers.

3. With lower debts and less interest to be paid, the unprecedented and sudden burdens of the postwar period can be better met.

Types of School Needs

One cause for capital outlay after the war comes from the sizeable movements of population into many city areas. Also, there has been an unprecedented increase in marriages and births. In estimating needs, data gained from rationing, the study of birth rates, the calculation of survivorship ratios, and other pertinent bases may be used to make forecasts of the significant increases which will be felt at the various school levels in the next decade.

Another important cause of school-housing shortage in the older cities is the decay of old residential neighborhoods, and the rapid shift of population to the outskirts. The release of building materials and of labor after V-J day will unquestionably increase the speed of population shifts as the new construction of homes is completed. The old school buildings in decayed centers of cities cannot be moved into the new areas, and they would not be suitable for the new instructional programs which are being developed. New school buildings of the most modern type will be the only solution of the pupil needs of the new neighborhoods.

Savings of Reserves Pay as You Go

Subject to some qualifications, most localities should be, and are, able to make fairly close estimates of their school building needs for a decade ahead. With such qualifications in mind, let us estimate for comparative purposes the total capital improvements in hypothetical instance, which, let us call Planville. The amount considered necessary for the next ten years has been set at \$2,375,000. Should the inability to begin school building construction continue for two years, and reserves in the amount of one-tenth of the projected building costs be set aside during each of these years by maintaining the levy for capital improvements, there is reason to

¹Pasadena, Calif.

²American City, July, 1936, p. 50.

believe that such reserves will be sufficient to cover most of the estimated classroom needs. No emergencies are projected into the period. Our problem is: What will be the comparative costs?

While school boards may feel that they are free to issue bonds for any number of years, the preferences of investment bankers and of investors on the one hand and the demands of taxpayers on the other, make issues which run less than 20 or 25 years practical impossibilities. Perhaps the most favorable all-round sales of school bonds have been made when the bonds were offered for 25 or 30 years, to be retired serially, at a stated interest rate of two per cent, with a call clause.

When the total expenditure for interest is calculated over a period of, say, 25 years before all the bonds are liquidated, at a two per cent interest rate it is found that the interest amounts to approximately 26 per cent of the principal. This means that when bonds are depended upon for financing a building the citizenry pay 126 per cent for 100 per cent of building. (If conditions are such that a higher rate of interest is necessary, the interest cost will be proportionately higher. At three per cent it would be approximately 139 per cent of the total cost, etc.) Shorter bonds naturally involve lower total interest costs. It is this interest which the setting up of reserves, in connection with the pay-as-you-go policy, will save. The added several cents on the tax rate will be *in addition* to the costs of reserve pay as you go or payments on the principal, according to the choice made.

This cost would be borne throughout the ten-year period assumed for the building program. Under the reserves-pay-as-you-go plan, the capital improvements planned are *paid for* at the end of the ten-year period. The *added tax rate for interest has been avoided*. In the case of a 25-year bond issue, there still remains a "tail" on the tax rate for interest costs for the remaining 15 years during which the bonds run. Of course, this added 15 years' taxation for interest is entirely avoided under the reserves-pay-as-you-go plan.

Other Needs for Reserves

In many areas an annually recurring reason for reserves is the "dry period" between the beginning of the fiscal year and the statutory date for the receipt of the tax funds. In too many districts it is necessary to make short-term loans to provide funds for salaries and other expenses. For such situations reserves would save annually recurring interest costs.

Periodically, economic changes cause fluctuations in school income which cannot be anticipated or provided for; so too there are sudden changes in enrollment which are difficult to meet with the ordinary tax income. It may be expected in many cities that there will be a sudden rise in junior college enrollment before the end of the year 1946 and that outlay for these institutions will be difficult to meet because state aid and local budgetary funds will be based on 1945 enrollments. The

return of boys and women who have been in industry because of the war, will cause enrollments to shoot up at a time when state payments and local taxes are at a low point.

National Aspects of the Policy

The Federal fiscal policy against inflation is aided by a reserves plan. Every proper weapon should be used against inflation. Maintenance of local tax rates, and accumulation of funds for purposes such as those described above are certainly most proper. This policy has been strongly urged by Federal Budget Director Smith, as an anti-inflation measure and also to promote stronger local governments. As early as 1942, Director Smith said:

Some taxpayers will criticize your adoption of this policy. But those who give thought to the future of our federal system, those who wish to preserve state and local government—will commend your foresight. If bad times come, taxpayers will acknowledge the benefits of this policy . . . you will surely need financial strength when the return to peace brings to our economic system a new shock . . . a period of great inflationary danger is not a proper time for reducing state and local tax rates.

Depression tragedies may be significantly offset by the stabilizing effects which can come from the use of reserves. Even before the outbreak of the recent war it was estimated² that public expenditures, including construction by public utilities, would normally total about 20 per cent of the national income. The end of the war is likely to increase this percentage. Reasonable stabilization of this income would have important direct and indirect effects. It has been widely argued that the building of a highway involves direct spending and income. Supplying the materials for a highway causes indirect spending and income. The construction of school buildings operates in exactly the same manner. Since local communities in the past have constituted a large part of the total sums involved, their influence can be important. Uniformity might well be encouraged by the Federal Government through an extension of the grants-in-aid for school construction used successfully during the depression years of the thirties.

A plan such as this, set up in the 1920's and carried on through the 1930's, would have given several billions of dollars more of employment. Other parts of the economic system would surely have been favorably affected, and an increase in the national income of something like fifteen to twenty billion dollars might very well have been realized. This would have prevented much human suffering and waste. Surely every school district would wish to take its effective part in a program of this type.

Stabilization of this type need not be a strait-jacket on public expenditures. Each community still needs to plan its long-run development in a practical and desirable way to care for population increases and the resulting costs. The main idea is to try to offset somewhat the large swings of boom and depression, and to stabilize employment.

²As for instance by the Committee on Public Works of the State Planning Board of Massachusetts, report of 1937-38.

Encouragement by the Federal Government could make such a program nationwide. Special securities for the reserves, co-operative planning, redemption without loss, and some financial aid as that given through PWA and WPA would make the total plan of real importance.

Some localities cannot follow these policies. They may have been hurt so severely by the recession in industry after the war as to be unable to get along. These especially deserve the aid of a Federal Public Works program.

Some conservatives fear that local public officials may raid the reserve fund now built up. In some states, as for example in California, the state law which encourages the setting up of such reserves gives very fine protection, by specifying for what purposes they may be used. Thorough understanding of the citizens as to the whole program is basic and is a continuing force.

BURLINGAME SALARY SCHEDULE

The board of education of Burlingame, Calif., has created a permanent salary commission comprising the superintendent, one principal, and one teacher and has approved a new salary schedule outlined by this group, setting up salary increments for three classes of teachers.

The special groups, or classes, into which teachers are divided are Group A, comprising teachers with an A.B. degree or less; Group B, those with an A.B. degree or equivalent, plus 15 semester units; and Group C, those with an M.A. degree or equivalent units.

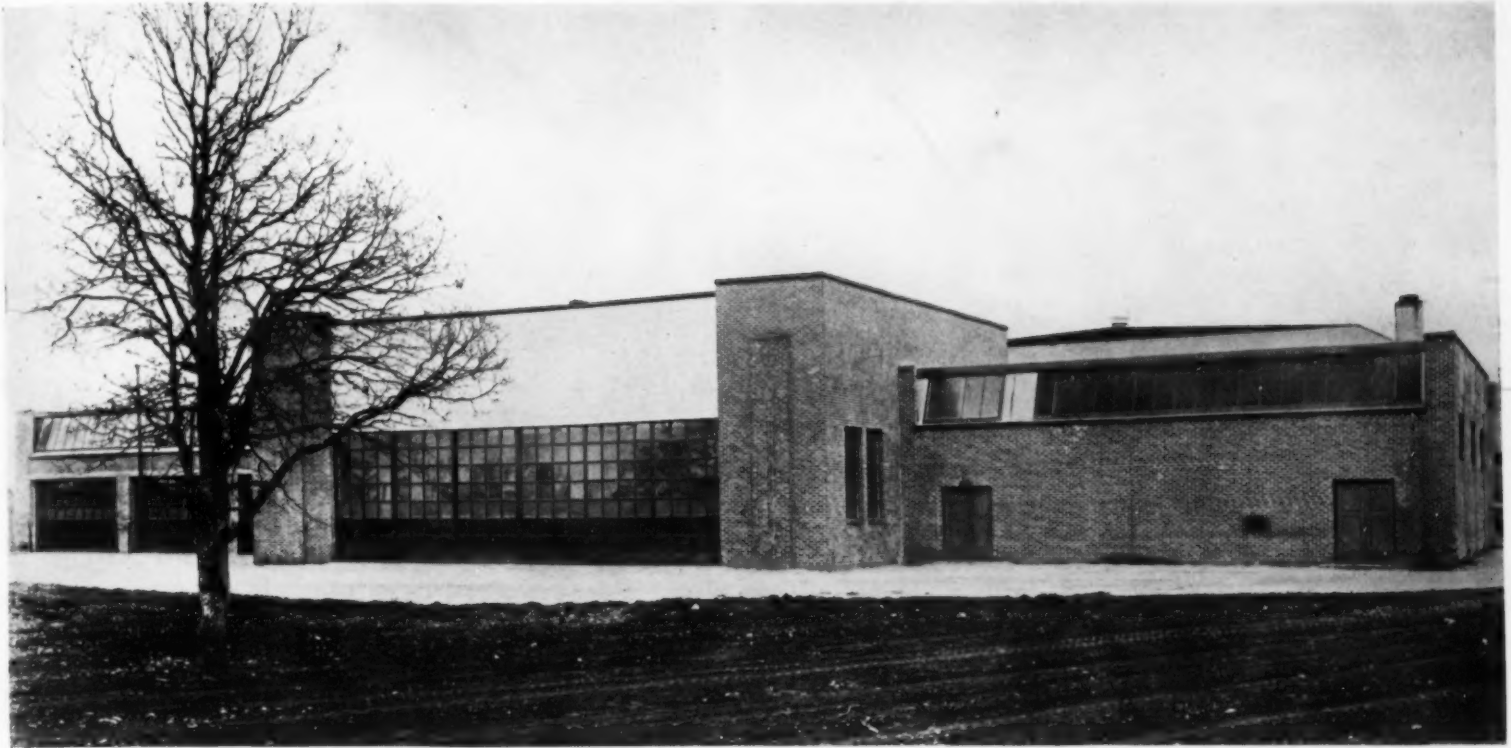
Teachers in Group A will begin at \$1,920, and advance at the rate of \$60, up to a maximum of \$2,760 at the end of the fifteenth year of service. Teachers in Group B will begin at \$1,980, and advance at the rate of \$72, up to the maximum of \$2,988 at the end of the fifteenth year. Those in Group C will begin at \$2,040, and advance at the rate of \$84, up to the maximum of \$3,216 at the end of the fifteenth year.

New teachers, with previous teaching experience, will receive credit for one year less on the salary scale than they have actually had, and no teacher will receive credit for more than seven years. A teacher with no teaching experience within a five-year period immediately preceding her election will be credited only with such previous experience as the board may determine.

In order to receive an annual salary increment, a teacher must have six units of advancement credit every four years. Advancement credits will consist of (1) a semester unit credit of college work earned during the regular year or in a summer school; (2) approved travel done during any four-year period; (3) special study, or other work approved and evaluated by the salary commission.

Any teacher failing to meet the requirements for advancement or continuance on the maximum level on the salary schedule will automatically be moved back one step on the experience scale, until the requirement is met.

The board of trustees reserves the right to authorize a special salary for any teaching position to be created, and to raise any salary above what it would be on the schedule, or to stay the operation of any part of the schedule.



General view of the Clover Park shop building as seen from the future landing field.

Our High School Shop Looks Ahead

Carlin Aden¹

The story of the Clover Park vocational education program and the building of the plant housing it is the result of planning based on the realization that two types of education have been converging for many years. Recently this joining has been greatly accelerated by the war and the recognition of our sudden great need for technically trained workers. Our civilization to be properly salvaged needs the machine, and the machine must enter the education of all. The machine is becoming part of our culture as well as our tool.

For centuries education has traveled two paths. One type of education was called academic as opposed to the practical or, in present-day terms, vocational. That these two types were completely separated resulted in a distinct loss to each.

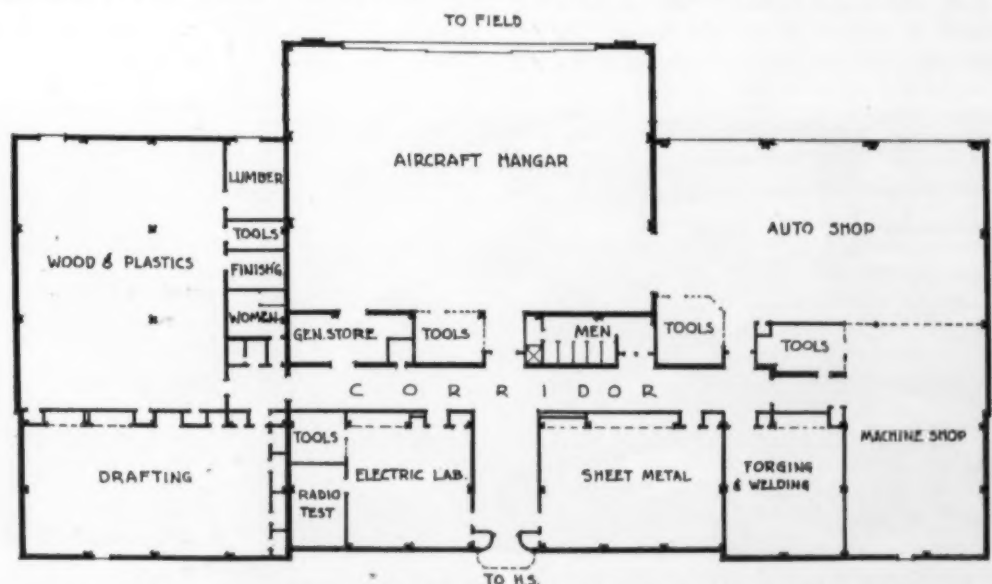
Academic education was confined to school-rooms and taught by teachers. It was theoretical and cultural. Divorced as it was from the great everyday fields of human endeavor, it tended to keep traditional culture from the common man and the common man from influencing culture. This resulted in an impasse for any movement toward cultural democracy.

Practical or vocational education was gained by experience on the job and was surely the first type of education. It de-

veloped into the guild type of apprentice learning which had the advantage of being practical, as all who advocate learning by doing agree. But, it deprived the carpenter, the mason, and the wright of much formal education and generally put their education at the mercy of skilled artisans who were not necessarily trained teachers—a grueling experience which proved wasteful in the

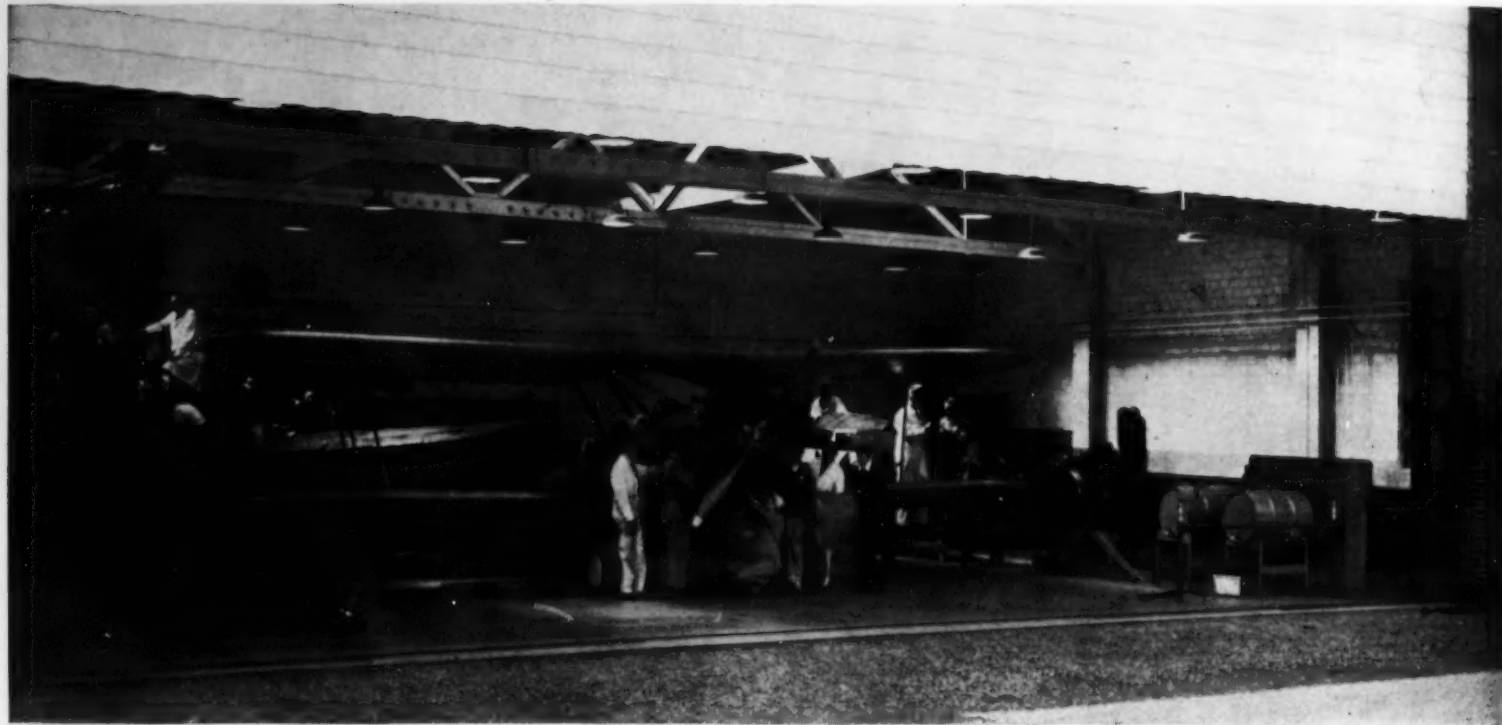
extreme. Certainly, if academic education needed the strong touch of human endeavor to vitalize it, guild education needed trained teachers whose teaching skill and understanding patience would make apprentice life bearable.

The joining of the two types of education has been slow. But those most interested in the growth of the Clover Park School system



The hangar room is planned for expansion toward the field so that additional planes can be accommodated.

¹Director of Adult Education, Clover Park Schools, Pierce County, Washington.



High school students working on planes in the hangar room have an opportunity to become familiar with the latest types of military and commercial planes.

have always felt that it could be and should be done. Superintendent Arthur G. Hudtloff had served as a naval engineer with the rank of lieutenant commander and had seen the need of proper technical training before he entered the field of school administration. To him, a school without an integrated shop program was out of touch with our time.

Working with Mr. Hudtloff was Mrs. Iva Alice Mann who as business manager of the school system had been vitally active in the building of the Clover Park system. (See "Schoolhouse That Grew Wings," SCHOOL BOARD JOURNAL, August, 1944.) Before the plans were drawn for the first school building, Mrs. Mann had held with Mr. Hudtloff that in a well-rounded course the shop should never be separated from the rest of the curriculum. Shop-inclined boys should have their

English, mathematics, and other academic studies, but also academically inclined students should have some training in shop if they were to appreciate the age in which they were living. The day of the shop had arrived and a shop which could be used and expanded must become part of the school.

As the building of the school system progressed, plans for an ideal shop began to take form. In the preliminary stages, the architects, Charles and Clarence Rueger of Tacoma, studied various school shops and called in as consultant, Mr. Julius Mann, husband of Mrs. Iva Mann, himself a shop man of many years teaching experience. Mr. Mann compiled a list of "Do's and Don'ts" as a guide to the architects, and this list was invaluable in the planning of the shop. It was upon his suggestion that daylighting in all rooms of the

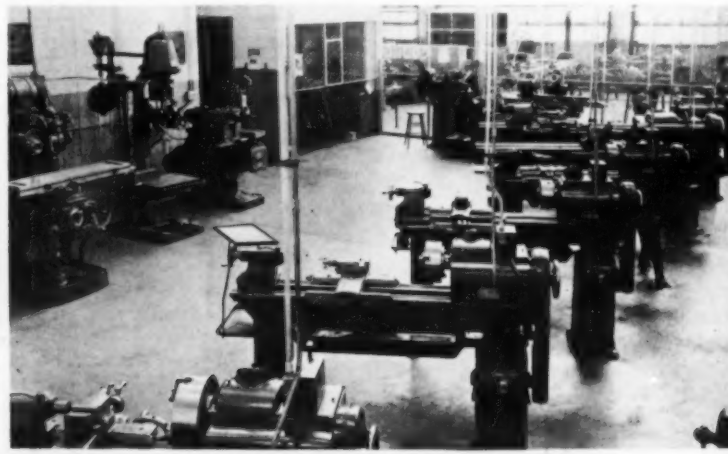
shop building is by means of saw-tooth north-sky lights so as to have walls for storage and other useful space.

For greater flexibility of arrangement, the architects introduced an under-the-floor system of heating coils to answer the classic structural problems of what to do with the heating system. Not only is work on or near the floor made comfortable by this system, but also the continually rising currents of warm air remove motor exhaust gases immediately—a good solution of two more shop problems.

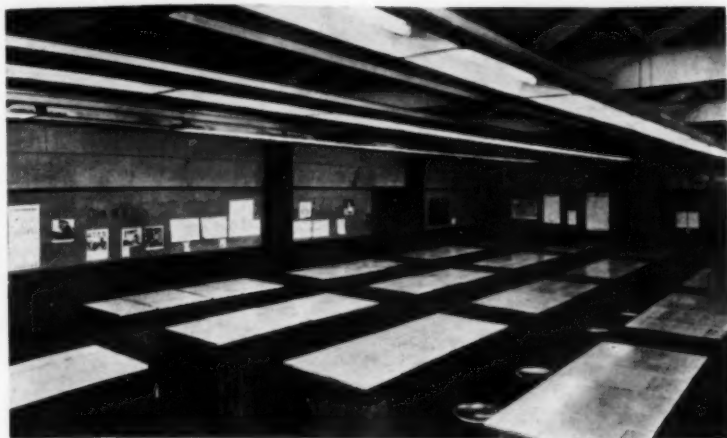
In 1938 work was started on the shop under a WPA grant which the school executives obtained. As the work progressed the first rumblings of the coming national emergency began to sound. The Seattle-Tacoma shipyards were asking for trained men, so



The auto shop served during the war for training large groups of women employed locally in motor assembly and transmission assembly in local war plants.



The machine shop is fitted with lathes, drill presses, and milling machines for both beginner and advanced classes.



The mechanical drafting room is lighted from saw-tooth skylights supplemented on dark days with fluorescent lamps.

were the nearby Army men at McChord Field and Fort Lewis. As fast as sections of the shop were completed they were utilized not only for high-school students but also for men and women who were filling the rising demands for technicians. In addition to federal help, state aid was obtained with the help of Mrs. Pearl A. Wanamaker, state superintendent of public instruction. When section one was complete, a class in ship fitting and blueprint reading was opened. Approximately 1000 men were trained in this work. Next, classes in electric welding were established. The flash from electric torches flickered far into the night. That was in 1942. Since then 1500 welders have been graduated.

By spring of 1943 the entire vocational building was complete and, under the guidance of Edward Erickson, shop administrator, training departments in auto mechanics, aircraft repair and maintenance, welding, drafting, carpentry and tooling were in full operation. The first of 400 women to be trained as auto mechanics for the Mt. Ranier Ordnance Base were enrolled. The hand that had turned the egg beater was running a valve grinder. Soldiers from McChord Field came for training in first and second echelon work in army vehicles.

High-school classes designed for preinduction training were opened in machine shop, aircraft repair and welding. More recently, a mechanic learner program was conducted for the training of specialists to repair P-38's at McChord Field. During the early summer equipment was received for a radio training program and a class in shop mathematics was offered. Five thousand people have been enrolled and trained. As the emergency has been decreasing more attention is being paid to the high school and soldier training program and to the postwar civilian needs of the community.

The veterans are coming. They will find Clover Park waiting. Many will re-enter school as provided by the GI Bill of Rights. Those men have seen the world of machines and will be knocking at the door of the future. They will not be content to re-enter school as juniors and seniors. At Clover Park they will find a shop and industrial

program as a part of a posthigh school thirteenth and fourteenth grades waiting for them. There is still room for expansion and on the school's 30-acre campus are planned air strips for gliders and power airplanes, a driving school, and on near-by Puget Sound, a marine shop. Our soldier and school youth will dictate the terms. Their needs must be met. At Clover Park the future fits into the curriculum and the curriculum into the future.

CALIFORNIA SUPERINTENDENTS URGE SCHOOL CONSTRUCTION

C. C. Trillingham, Los Angeles County superintendent of schools, was elected president of the Association of California Public School Superintendents at its convention held at Sacramento, Oct. 3-5 in conjunction with the convention of the California School Trustees Association. He succeeds J. R. Overturf, superintendent of Sacramento city schools, who was elected vice-president. Homer Cornick, superintendent of the Santa Cruz city schools, was re-elected secretary of the association.

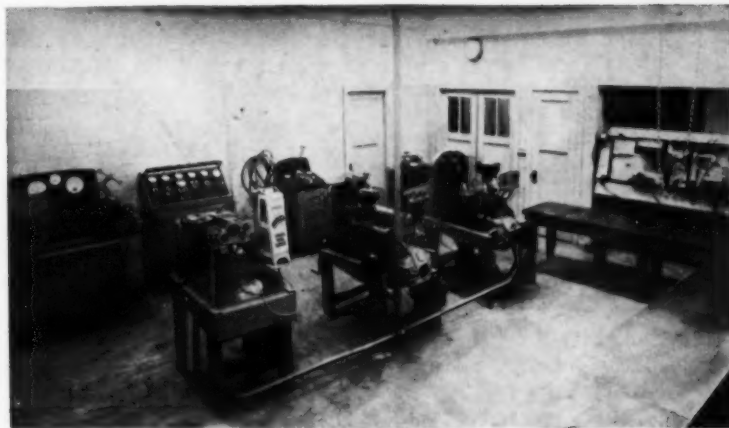
The superintendents association passed a resolution urging continuation of federal funds for child care centers in California. Other resolutions included:

1. Support constitutional amendments on education emanating from the Strayer survey on financing of elementary schools and reorganization of school districts.
2. Request the assembly interim committee to consider school-building needs and provide state funds for new construction whenever they are available.
3. Request the assembly interim committee to undertake a study of kindergarten requirements with a view to obtaining more liberal financing of these projects.
4. Pledge their efforts to establish leadership in curriculum building in order to aid in making more effective the precepts of the United Nations Charter.
5. Commend the governor and the legislature for their support of education.

John Alltrucker, superintendent of Vallejo city schools, was head of the resolutions committee. New committees named are:

Legislative: Jackson Price, Redding, chairman; Wiley K. Peterson, Maricopa; Aubrey Douglas, Modesto; Helen Hollowell, Susanville; T. C. McDaniels, Fairfield; Walter Helms, Richmond; John Branigan, Redlands; David Durst, Petaluma; and John Palmer, Marysville.

Resolutions: George Bettinger, Alhambra, chairman; Lewis Britton, Santa Clara; Ardella Tibby, Compton; John Compton, Bakersfield; Guy Weakley, El Centro; Frank Johnson, Guada-



The laboratory is equipped on one end with a variety of motors and testing apparatus for studying ignition and carburetor systems.

lupe; Virgil Cain, Gridley; Lester Turnbaugh, Chowchilla, and Stanford Hanna, Daly City.

A partial list of speakers included: Will C. Crawford, superintendent, San Diego city schools; Frank W. Thomas, president, Fresno State College; Mrs. Rollin Brown, vice-president, California Congress of Parents and Teachers; Willis A. Sutton, superintendent emeritus, Atlanta, Ga., public schools; B. F. Enyeart, chief of the division of readjustment education, state department of education; Dr. Nicholas Ricciardi, president of Sacramento College; William R. Odell, superintendent, Oakland schools, Dr. Walter F. Dexter, state superintendent of public instruction.

CALIFORNIA SCHOOL TRUSTEES CONVENTION Hold First Postwar Meeting

O. E. Darnell of San Diego was elected president of the California School Trustees Association at its first postwar convention held at Hotel Senator, Sacramento, Calif., Oct. 3-5 in conjunction with the convention of the Association of California School Superintendents. He succeeds Louis Hector.

Other officers elected for 1945-46 term are R. E. Bosshard, Alameda, first vice-president; N. F. Bradley, Visalia, second vice-president, and Mrs. I. E. Porter, Bakersfield, re-elected executive secretary-treasurer.

Directors are Dr. B. M. Marshall of Eureka, D. H. Jones of Auburn, Mrs. Ellis Giacomazzi of Orange, J. Paul Elliott of Los Angeles, Mrs. Annie Cheney of Coaling, and C. Stanley Wood of Oakland.

Hugh S. Wallace, South Pasadena, and J. O. Gossett, Stockton, outgoing directors, and Eugene Tincher, Long Beach, junior past president, were named to the advisory board.

Resolutions adopted by the association include:

1. Recommending the amendment of the Postwar Unemployment and Reconstruction Act to provide for specific assistance to local school districts on postwar public projects and improvement programs, and asking the governor to include consideration of such an amendment in any call of a special session of the legislature.
2. Reaffirming the continued support of the trustees' association to Assembly Constitutional Amendment 16, containing the first of the recommendations of the Strayer survey on elementary school financing and reorganization of school districts.
3. Urging co-operation and support of the plan to survey the state with the view to a possible reorganization of some school districts.
4. Recommending legislative consideration of state support for kindergartens.
5. Recognizing the need for continued study of the present laws relative to teacher tenure.
6. Adopting the classification of the state organization into eight regional districts, with chairmen to be appointed.

The Functional General Science Classroom

Victor C. Smith, D.Sc.¹

Despite the fact that general science has been part of the curriculum of the junior-high-school grades for about forty years, there still is no standard general science classroom which satisfactorily meets the unique needs of the subject.

Before making an extensive investment in building new buildings or in remodeling old ones in the present reconstruction period intelligent educational planning should precede building planning.

In the future it is certain that there will be a continuation of the developing activity program, and that there will be still greater emphasis upon visual aids and mechanical sound in learning. Science excursions of the future may well be made by television. There also will be greater provision for individual differences than has been common in the past. It is recognized today that, given adequate opportunity, a 13-year-old girl may produce a photograph which is acceptable in an adult salon, or a boy may build a model airplane which will fly 50 miles an hour. These special talents are legitimately developed in the science class.

Let us list some of the activities for which the modern classroom should provide:

- Reading of textbooks, references, and magazines
- Demonstrations by teacher and pupils
- Visual aids including motion pictures, still films, television
- Pupil activities including experiments
- Tests and other measuring exercises
- So-called club activities such as photography, nature study, gardening, and radio, which will eventually become class activities

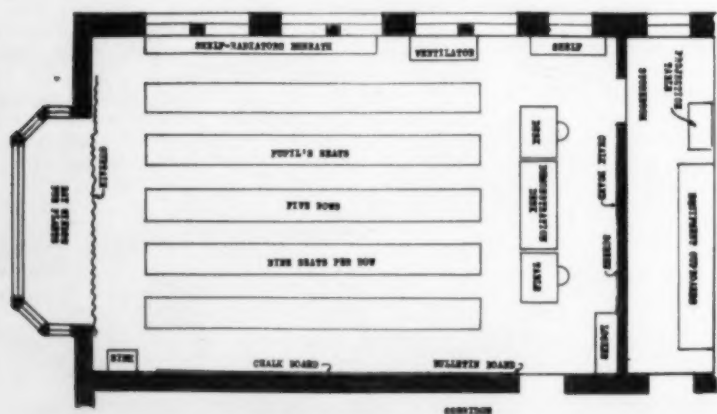
One activity which will *not* be part of the general science program of the future is routine, individual laboratory work.

Some Undesirable Features:

Many administrators and all competent school architects are familiar with the Strayer-Engelhardt score card for junior-high-school buildings. The 1932 form of this card recommends several items of equipment which are today considered obsolete in the activity type of science instruction. The two-or-four pupil laboratory desks are not satisfactory for many reasons. The fume hood is not needed, for it is not a legitimate general-science activity to manufacture poisonous gases. A separate growing table is inadequate, and more provision for growth of plants should be made. A sand table is of little value.

Continuing with this score card, the tendency today is not to wire the classroom for direct current, but to use dry cells, portable rectifiers, and other simpler equipment for direct-current study. Translucent

¹Head of the Department of General Science, Ramsey Junior High School, Minneapolis, Minn.

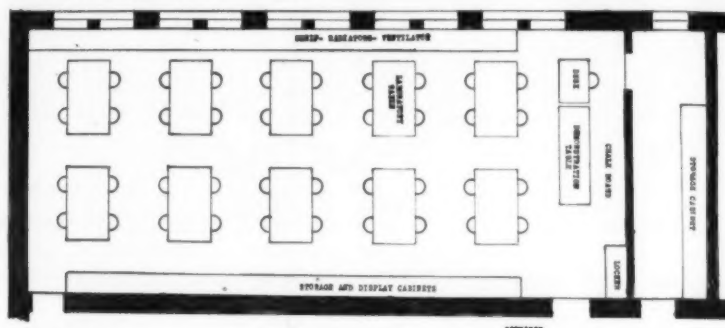


Plan I. Standard classroom measuring 23 x 42 feet adapted poorly to general science. The seating capacity is 45 and the per pupil floor area 21½ square feet. This classroom is illustrated at the top of page 47.

window shades are no longer adequate for light control in the general-science classroom. A built-in aquarium with running water is less useful than portable aquaria which children can set up and balance as individual projects.

Notebook cabinets are obsolete, for formal writing up of experiments is the mark of a type of teaching now considered inefficient.

A conservatory for the general-science classroom is a poor investment. Its cost is excessive, the amount of labor required to operate it is great, the amount of time it is used by pupils is small. It cannot be adequately supervised from the classroom.



Plan II. A standard laboratory measuring 22 x 57 feet. The seating capacity is 40 and the per pupil floor area 31 square feet.

Instead of blindly following a score card, analysis of activities which are likely to be most common in the future will make possible intelligent planning of the classroom and its equipment.

Needs for Likely Activities

To return to the list of probable activities, and making adequate provision for them, reading of textbooks and other study activities can be carried on at standard desks, in movable chairs, at library or laboratory tables, or in auditorium type seats with tablet arms. Good light, comfortable seating, space, and a support for the work are the essentials.

Demonstrations are best performed under certain conditions. All observers should be as close to the demonstration as their numbers permit, yet they should not be so crowded as to interfere with each other. They should be comfortably seated. The demonstration desk should be high enough for easy observation, and large enough to hold a variety of equipment, and should be brilliantly lighted.

Visual aids require the same close seating arrangement which is desirable for demonstrations, except that the nearest observer should be some reasonable distance from the viewing screen. The room should be almost completely dark for visual instruction. The so-called daylight screens and projection of pictures in semilighted rooms is excusable only on the grounds of economy. Many details are lost, glare from light spots cause eyestrain, and attention is distracted from the work by the too-common projection of pictures in inadequately darkened rooms.

Pupil activities require conditions just the opposite of those suitable for demonstration and visual aids. The pupil requires space in which to work, and should not be in line of observation of other pupils whose attention might be distracted by his activity. An activity program differs from formal laboratory work in one essential way: that is, in formal laboratory work all pupils perform the same experiment at the same time under the immediate direction of the teacher, while in the activity program those pupils who can profit by such activity perform experiments of interest to themselves largely under their own direction. It is highly unlikely that all pupils in a class would be performing experiments at the same time.



A standard classroom adapted for general science instruction by adding a demonstration desk, store room, stone shelves. Note crowding during demonstration, lack of work space on desks loaded with books.

General Science Activities

Some activities which might be carried on in the general science class are:

1. Making models and apparatus
2. Observation of weather and keeping records
3. Growing plants indoors and in gardens
4. Rearing animals
5. Performing standard experiments
6. Developing, printing, and enlarging photographs
7. Practicing artificial respiration and first aid
8. Setting up and maintaining an aquarium
9. Making collections of flowers, insects, rocks, leaves, seeds, samples of materials, etc.
10. Microscope study and preparation of slides
11. Preparing and typing of oral or written reports
12. Making posters, bulletins, booklets, exhibits, etc.

It is obvious that these activities cannot be carried on in a closed plan of seating such as is suitable for study or demonstration.

Recitation, discussion, and reports can best be carried on in a closed seating plan. Testing requires sufficient space that pupils cannot copy answers from each other's papers.

Five Principles for Planning

Five general principles should therefore be kept in mind in planning the science classroom, as follows:

1. The science classroom is a special room adapted to the unique activities of science.
2. The science room must be planned as a unit, including all permanent equipment in the plan.
3. The science classroom must be flexible enough to provide for a large variety of activities in a single room, avoiding the building of expensive, little used special laboratories, conservatories, darkrooms, projection rooms, etc.
4. For economy the room must serve as many activities as possible, and must make the best possible use of the space.
5. The science classroom must conform to general standards of comfort, attractiveness, sanitation, illumination, and safety required of academic classrooms.

Two Unsatisfactory Rooms

Before considering the recommended type of classroom, it is advisable to consider two common types which are definitely unsatisfactory. One is the standard classroom, to which a demonstration desk, screen, window shelf, movable projection table, and other minor items of equipment have been added. Such a room (Fig. 1) is a compromise with economy, and can only be said to be better than a standard classroom without these additions. It is poorly adapted for demonstration because the room is too long, making it necessary for



Generally this closed seating plan provides for convenience in demonstration, visual instruction, and lecture-recitation activities. The particular arrangement illustrated is crowded.

pupils to crowd into the front of the room. It is poorly adapted for projection because loose equipment is unsafe and easily broken; some pupils sit behind the projector; generally the room cannot be satisfactorily darkened. It is impossible in this room to carry on any adequate activity program because pupils are crowded together; the desk tops must not be damaged; no water or gas is available to pupils; a pupil working at the demonstration desk attracts the attention of all other pupils in the class.

Equally bad is the special science classroom of the early 1930's. This classroom (Fig. 2) had two or three rows of two-place special science desks in a long room, with a demonstration desk in front, some shelves and sinks along the walls, and perhaps a fume hood and sand table. This pupil desk was satisfactory for only one purpose, pupil activity, and only fairly satisfactory for study. It was poorly adapted for testing. For demonstrations and for visual instruction the room was very poorly adapted indeed, for pupils in the rear of the room could hardly see. Even for recitation the room was poorly shaped because of its length.

A Suggested Satisfactory Plan

The accompanying floor plan (Fig. 3) is one designed to solve better than the usual designs the unique problems of science teaching. It accommodates 45 pupils in the fixed seats, and 30 of these pupils may find additional stations for activities at one time at the science tables, potting table, shelves, storeroom sink, shop bench, and in other work areas. It provides an all-over per-pupil area of 25 feet per pupil, including the auditorium seating, for 45 pupils. In a six-period day it can accommodate a maximum of 270 pupils.

The special merit of this plan is that it offers closed seating for recitation, visual instruction, necessary lectures, demonstrations, and other work which must be closely shared and co-ordinated for all pupils. In addition, it permits dispersal of many of the pupils for activities, reading, testing, and club work or special classes.

Following is detailed listing of special features of this classroom:

Orientation: This classroom, 25 by 45 feet, is located on the ground floor, and has direct access out of doors through the hall containing soil bins and potting and work areas. It preferably opens into an enclosed area in which weather instruments, garden plots, and outdoor animal cages are located. This outdoor area must not be on the north side of the building, and in northern climates it should be on the south side.

Closed seating: The five rows of eight auditorium-type seats each, with five additional seats near the projection table, provide space for 45 pupils. In emergency situations, additional seating is available on the steps. By placement of the aisles, no pupil must pass before more than one other pupil to be seated. Chairs should be equipped with hinged tablet arms.



General Exterior View, Gymnasium-Armory Building, Stoughton, Wisconsin. — Law, Law and Potter, Architects, Madison, Wisconsin.

A Community Gymnasium

In small communities cooperation between public schools and local municipal and civic organizations provides opportunities for sharing building facilities that permit increases in instructional activities far beyond any possible services which the schools could finance independently. The same cooperation permits the sponsoring municipal agency or civic association to conduct activities which have social and educational values but which would not be at all feasible without the use of the necessary building by the schools. The latter seem to have a steadying and elevating effect on municipal and private organizations by the mere fact that educational standards are enforced during periods when the schools use the facilities. The effect is similar to that which has been noticed in the conduct of municipal elections when the election booths are located in some portion of a public school building. Uncouthness and loafing disappear from an election board when the voting is held in a schoolhouse.

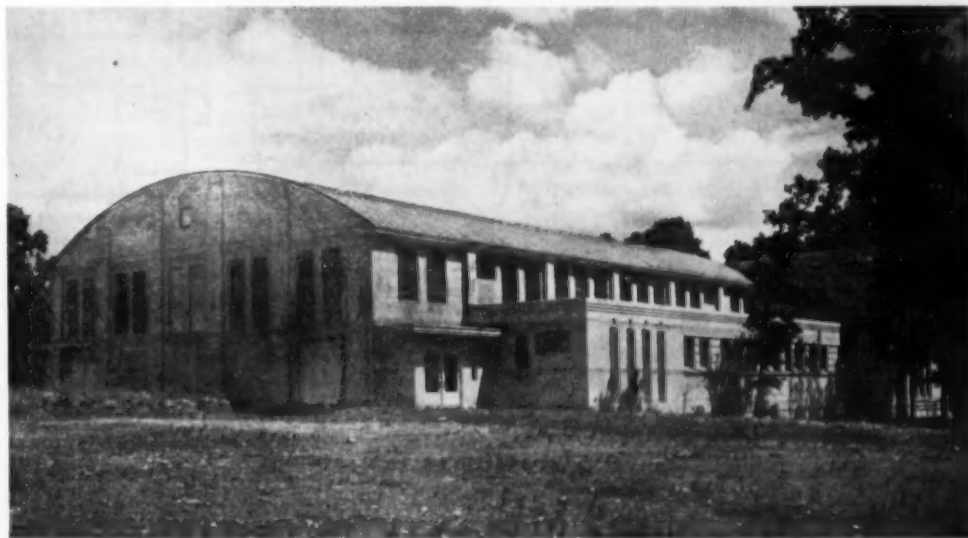
At Stoughton, Wis., a newly completed gymnasium-armory building serves the entire community and provides ideal arrangements for the high school physical education and indoor sports program. The building is also used as an armory for the local company of

the Wisconsin National Guard and serves a variety of civic organizations.

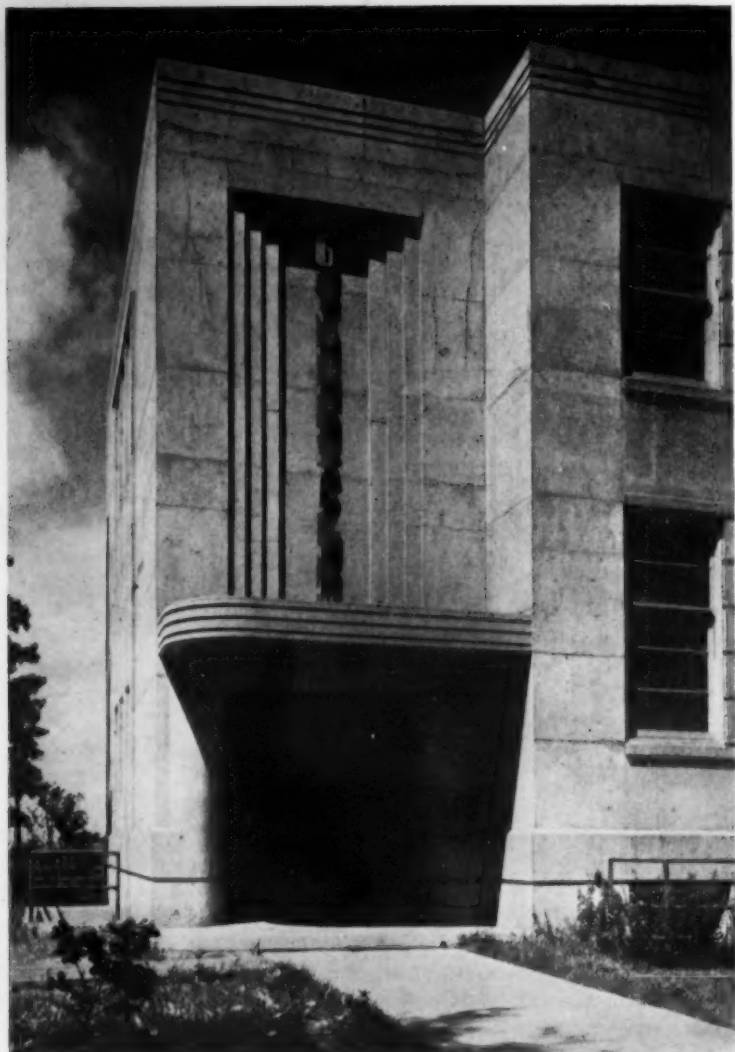
The building, which is constructed of concrete, measures approximately 145 by 141 feet over all. The main gymnasium drill hall

measures 110 by 82 feet. Adjoining the hall are low, one-story additions, containing the locker rooms, showers, and toilets.

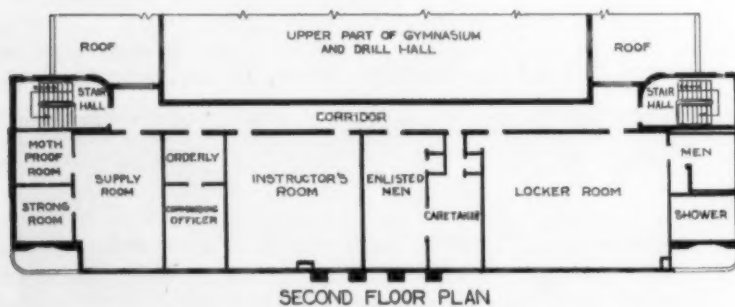
Across the front of the building there is a two-story section. In the basement there



A rear view of the Gymnasium-Armory Building, Stoughton, Wisconsin, showing the ideal lighting arranged for the gymnasium drill hall and the shower and locker rooms.



Front Entrance, Gymnasium-Armory Building, Stoughton, Wisconsin. — Law, Law and Potter, Architects, Madison, Wisconsin.



SECOND FLOOR PLAN

Gymnasium-Armory Building, Stoughton, Wisconsin.

are game and lounging rooms, rest rooms, and a shooting range. On the first floor there is a band room, which also is used for community supper and banquet purposes and which has adjoining it a completely equipped kitchen. The second floor is devoted entirely to the National Guard unit.

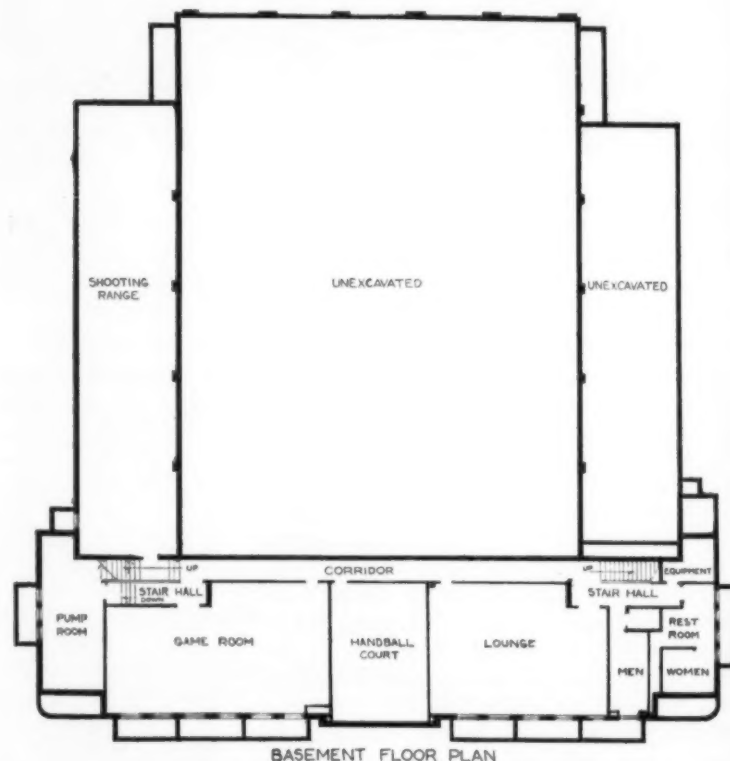
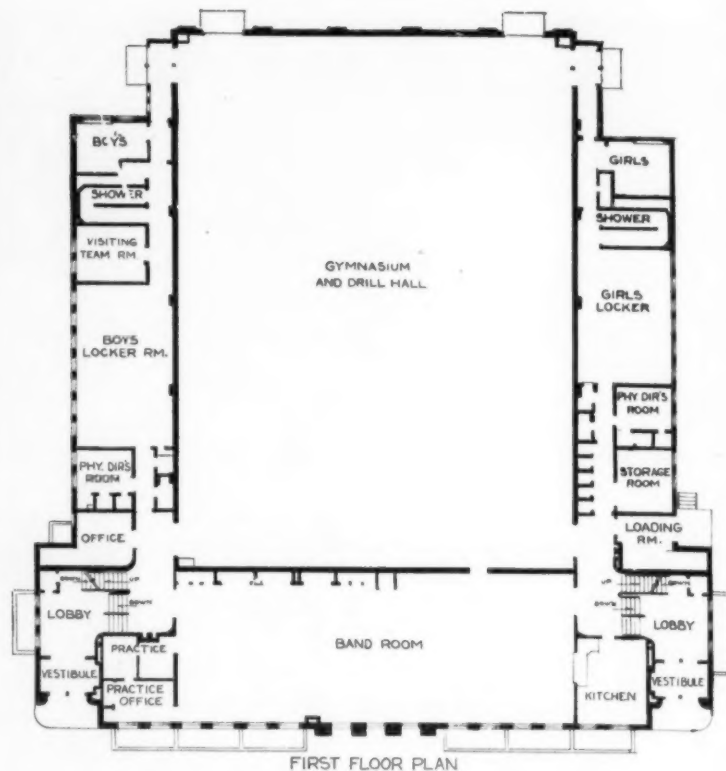
The building is fireproof, with walls of reinforced concrete, and structural floors and roof of the same material. The roof over the gymnasium proper is of wood trussing. The floors, stairs, and wainscot in the entire building are of terrazzo.

The minor rooms in the front portion of the building, as well as the corridors, are finished with metal lath and plaster. The walls of the gymnasium are concrete as they come from the forms.

The building has been widely used for community purposes.

STATE CHECKS COURSES

A check is now being made by the California state department of education to determine whether high schools are complying with the new



BASEMENT FLOOR PLAN

state law requiring instruction in American history. The law making teaching of American history mandatory was passed by the 1945 legislature after Assemblyman Ralph Dills, the author and, himself, a Compton teacher, declared the schools should place greater emphasis on the history of the nation. Heretofore the law required instruction in the constitution only.

Up to October first, 269 schools have reported they are giving courses in American history; 181 schools have yet to report. Of those reporting, 168 or 63 per cent required two semesters of United States history and civics, 71 or 26 per cent require three semesters and 30 or 11 per cent four semesters. In some schools history and civics are combined into one course.

Standards for Janitors in Small Schools

Albert J. Huggett¹

When an investigation is made into how much and what kind of work should be expected of the janitor, one finds that standards have been set up for the custodian in the city but that the village and small-town have been neglected. The reasons for this neglect may be summarized as follows: First, there is less specialization in the smaller communities, which means that one or two custodians have a wide range of tasks to perform. This makes standardization much more difficult. Second, small towns do not usually have an official who can spare the time needed to standardize and evaluate the jobs and, finally, compose a set of rules. Third, there is usually less permanence in small towns, both in tenure of the administration and length of service of the janitor, which makes for less standardization of custodial service.

This article is an effort to set up acceptable practices for small communities which will, as far as possible, function fairly effectively. No attempt has been made to include all duties or methods or to discuss anything but fairly typical conditions.

The Sweeping Schedule

Classrooms	Daily
Corridors	Three times daily. After school starts in the morning and at noon and before school begins in the morning
Offices	Daily
Toilets	At least three times daily, probably on the same schedule as the corridors — oftener if necessary to keep them clean
Walks	Daily
Boiler room	Daily

Methods of Sweeping

Commercial sweeping compounds are expensive and unnecessary as saw dust moistened with oil or even water is just as effective and costs only a fraction as much. Brushes of good quality should be purchased — cheap ones are not economical in the long run. Low cost brushes do not last and certainly do not do good work.

Mopping

Toilets should be mopped at least once a day, probably at night, and oftener if need be. Corridors are usually mopped once a week, probably on Saturday, during normal weather. When there is rain or snow, however, so that mud is being tracked in, corridors may have to be mopped several times a day in place of the sweeping ordinarily given. The tri-sodium phosphate solution, to be described later, may well be used for floor cleansing. Pools and shower rooms may be cleaned with the tri-sodium phosphate solution and a small can of tripoli powder which contains a slight abrasive due to the seashell in it. Carbon tetrachloride costs about \$1.50 per gallon, but is effective for removing rubber heel marks. The special care of various kinds of floors will be described later on.

Cleaning of Toilets and Wash Basins

The cleaning of toilets and wash basins should be done at least three times a day, when the sweeping of the toilet rooms is done, oftener if necessary to keep them clean. Pupils cannot be expected to keep themselves spotless if their surroundings at school are not kept in good order. Furthermore, dirty toilets and wash basins will very quickly draw criticism from patrons. No administration can afford questionable publicity of this sort.

Methods of Cleaning

Cloths and a cleaning powder that does not contain too much abrasive are probably best. Cleaning porcelain effectively is mostly a matter of elbow grease, not of patented compounds. Liquids designed to remove rust usually contain muriatic acid which in the long run

will destroy the porcelain and even injure the soil pipes themselves. Cleaning compounds should be chosen carefully with an eye to their effect on the porcelain.

Dusting

Schedule: Once a day, probably just before school in the morning, as dust does not take long to settle again after the operation has been completed.

Method: A soft rag, well applied, seems to work best. Brushes seem to miss a great deal of the dust.

Cleaning Blackboards

Schedule: Twice a day, in the morning and at noon, if the boards are used considerably and this much attention can be given. If twice a day is impossible, then certainly once a day is absolutely necessary.

Method: Cheap sponges sprinkle water everywhere and do not work well. Expensive sponges do very good work if one can afford them. The best substitute for a good sponge is a piece of woolen underwear in which the hand can be placed.

Oiling Floors

Schedule: Three times a year, during the vacation periods

Method: The method of oiling is simple as one uses either a mop or a sheepskin pad. Materials are where the difference of opinion comes in. These will be discussed later.

Cleaning of Walls, Woodwork, and Furniture

In cleaning surfaces a sponge of good grade is probably the best tool. Cheap sponges may be purchased for from three to ten cents, but are almost worthless because they wear out quickly and spatter water over everything. Good sponges usually cost all the way from 50 cents to \$1.00, depending on the size of the sponges and the locality in which they are purchased. Cloths may also be used effectively although they are not quite as convenient to use. Among cotton materials, sugar liners seem to work better than cheese cloth because they retain their shape. After being folded in squares, one needs only to unfold a little to get a clean surface. Cheese cloth tends to become wadded into a bunch, in which case it is difficult to find a clean surface to use.

Cleaners should be economical in price, effective in operation, and noninjurious to the surface. Probably the first requirement is of the least importance as the cost of materials in cleaning, as in most school operations, is of relatively minor importance when one considers the cost of labor and the appearance of the buildings. A few cents more spent for materials may result in infinitely better work which is out of all line with the small additional sums of money that may be spent.

Tri-sodium phosphate seems to be the basic ingredient of most cleaning powders. Commercial concerns charge a great variety of prices for their products, which, basically, depend upon this compound. From three to five cents a pound seems to be a fair price for a cleaner, depending upon quantity purchased, section of the country, and other factors. A good cleaning fluid can be made by mixing two pounds of tri-sodium phosphate, one pint of 40 per cent liquid vegetable soap, and five gallons of water. This mixture makes a little more than five gallons of solution. If larger quantities are desired, the above ratios may, of course, be multiplied by the number obtained by dividing the total gallonage desired by five gallons.

The above solution may be employed to wash woodwork and furniture. While it may be used pure, for ordinary wall washing, one quart of solution to eight quarts of water makes a good solution. This may be too weak for a room with a southern exposure or one which contains many radiators.

Care should be taken to purchase materials which will not scratch the paint. To determine harmfulness, a little of the material may be placed between two pieces of glass and the two rubbed together for a

¹Associate Professor of Education, Michigan State College, East Lansing.

few moments. If the glass becomes frosty and scratched, the product is unsuitable to use on paint work.

In washing walls, the workman should begin at the bottom rather than the top. If one started at the top and let some of the water run, a streak would result. Only a section of the wall small enough to be rinsed before it dries should be cleaned at one time. When one begins to clean a new section, some overlapping must be done to prevent streaking. A pad should be placed on the floor for the pails to set on so that the floor will not be discolored by spilled water or cleaner. A rotary motion is best for walls, because walls are finished with that sort of motion.

Cleaning solutions are always made up with warm water because of comfort to the hands and because of greater solubility of the tri-sodium phosphate. Rubber gloves should be provided for custodians who do this sort of work a great deal although the solution is not particularly hard on the hands.

Calclimined walls cannot be cleaned with this solution. To avoid removing calcimine, only water and a sponge lightly applied may be used.

Floor Maintenance

Wood floors: Wood floors, if unsealed, hold dirt like a Brussels' carpet. Oil keeps the dust down, but it also holds the dirt down. Where traffic is heavy, the floor becomes dark due to a greater accumulation of dirt while spots which do not get as much dirt from traffic remain relatively light in color.

Soft wood, such as pine, is not very suitable for schoolroom floors, as its life is comparatively short and splinters are likely to form. Painting seems to be about the only treatment that one can give such a floor.

Floor seals: For years controversy has raged between the adherents of penetrating seals and those who have favored surface finishes. The bulk of the evidence seems to favor the former, although the writer is one of those who still favors a surface seal in places where the traffic is not too heavy because of the glossier appearance that seems to be evident to him. There seems to be no denying, though, the longer life of penetrating seals nor the better appearance where traffic is heavy.

Commercial products seem to be best for this sort of use, although there are a few school authorities who claim to be able to manufacture their own seals. Wariness in buying is essential. Perhaps the best procedure is to allow various competing companies to place small patches of their materials on floors that will see considerable usage. One can then decide which product seems to give the best service.

Waxes: A waxed floor must first be filled so that it is smooth and hard. There is, of course, a lot of difference between waxes. Usually, waxes that have to be buffed will wear longer. In general, the writer has never been able to get any clear-cut idea of a standard composition of waxes. In the absence of standards, probably the best thing to do is to try out small samples of various varieties. One formula for a home-made variety that seems to work fairly well calls for:

- 4 oz. Castile soap (in small pieces)
- 16 Carnauba (broken up fine)
- 20 c.c. Formaldehyde
- 1 gal. Water

There are more failures due to using too much wax than to not using enough. Too much wax makes floors slippery. If the amount that seems to be required is cut in half, one is usually somewhere near to a fair quantity.

Care of Linoleum Floors

Linoleum is made of cork or wood pulp ground to flourlike fineness dissolved in linseed oil, and then spread on felt. One must be careful, therefore, not to use any cleaning or finishing material which will harm the linseed oil. Linoleum should be washed with mild soap and kept well waxed.

Terrazzo Floors

A small amount of wax may be used in keeping up terrazzo floors, or one can apply clear lacquer. Either product helps in cleaning, because the dirt does not stick as readily to a finished floor. Terrazzo may be cleaned with tri-sodium phosphate, soap, and water as described for other forms of floors.

Gymnasium Floors

Because a surface seal seems to give a better appearance, the writer recommends it for gymnasium floors even if it does have to be replaced at more frequent intervals. Probably applications will need to be made several times during the basketball season as well as once each in the spring and the fall. Problems of maintenance are brought in if the floor is used for dancing, as most of them are. Borax is supposed to make the floor slippery without injuring the finish, but it never has made the floor slippery enough to suit dancers in the schools with which the writer has been associated. We used a regular dance wax and mopped it off with hot water, in spite of awareness that the life of the seal was shortened. Corn meal makes a floor slippery, but it is dirty and hard to get out of the cracks afterward.

Daily schedule: Every janitor should make up a schedule, which should be restudied from time to time and approved by the superintendent. The schedule for a one-janitor school might go something like this:

Unlock doors	7:00- 7:15
Firing	7:15- 8:00
Dusting	8:00- 8:45
Flag duties	8:45- 8:50
Inspect rooms	8:50- 9:10
Sweep corridors	9:10- 9:30
Repair work, firing, etc.	9:30-10:30
Clean boiler room, lockers, and accessible rooms	10:30-11:00
Lunch hour	11:00-12:00
Wash blackboards, clean toilets, clean very dirty rooms	12:00- 1:00
Sweep corridors	1:00- 1:30
Firing	1:30- 2:00
Start cleaning rooms which are available, such as a chemical laboratory, home-economics room	2:00- 3:00
Sweeping (8-12 rooms)	3:00- 4:30

The schedule helps the custodian to know what his regular duties are and assists in establishing the work to be done by a substitute if one is called in. If a man is asked to do extra duties by a teacher, he should do what she asks provided he can sandwich in time for it. If the request is unreasonable, he should report it to the superintendent who must decide if the task is important enough to justify letting something else go to look after it. Where janitors have to work more than eight or nine hours per day, particularly if they must come back at night to warm the building and otherwise look after evening events, overtime pay is certainly justified even though most small towns do not pay it. Strange as it may seem, at one town in which the writer was superintendent the board of education paid custodians a dollar an hour extra for night duty. The cleaning staff kept quite good natured under this scale of pay.

Optimum Amounts of Janitorial Service

Janitor: In some cities, the writer has seen a 24-room building manned by four people; an engineer, a fireman and two janitors. In small towns this size of building would probably be cared for by two men or, at most, by three engineer-custodians. Generalizations are dangerous, but the writer believes, from his experience, that one man can completely look after from eight to ten classrooms, plus a gymnasium or auditorium, and the usual offices, lavatories, etc. Any building from 12 to 20 rooms, if there is a gymnasium or auditorium particularly, needs two men. These suggestions hold in average buildings, under average conditions. Old structures require lots more attention. Often if the engineer-custodian has just a little too much to look after himself, as may be true in a 12- or 14-room building, high school boys can be engaged to help in the sweeping. Often a provision like this greatly improves the efficiency of the man in charge of the building maintenance.

Economies in Fuel Consumption

Savings can be made in almost any school in the amounts of fuel consumed. This is true of both large and small schools and in all localities where school buildings must be heated by artificial means.

Smoke, of course, means wasted fuel. Smoke costs everyone something whether it be in the form of increased taxes for fuels wasted or

because more soap and labor must be used in keeping clothes, curtains, and other fabrics clean. Black smoke means that instead of securing around 14,000 BTU of heat per pound of fuel, this efficiency may be cut down to as little as 11,200 heat units. Probably around eight per cent efficiency from coal is as much as anyone ever gets. This almost has to be true because of the basic nature of heating plants using coal.

One of the commonest causes of black coal smoke is insufficient air. When a large quantity of coal is suddenly thrown on the fire, there is almost sure to be too little air to properly burn the coal unless some artificial means is used to supply the deficiency. Another cause may be a lack of sufficiently high temperature to cause ready ignition. A kindling temperature of about 1200° F. is needed.

Air is necessary in the combustion of fuel, but as much of it as possible should be admitted above the fire rather than below it. Air rushing in through the ashpit is one cause of poor combustion which means that smoke will be present. Of course, a certain amount of air must go in through the ashpit, but the quantity should be limited.

Stokers are now used in many buildings. They probably give considerable economy because slack coal can be used and because the stoker can be left running while the custodian works at something else in the building. Slack coal usually costs from two to three dollars less per ton than lump coal. In a building using 150 tons of coal per year, a stoker will soon be paid for by the saving in fuel costs.

Companies installing stokers, boilers, etc., usually have fuel engineers who are glad to confer on heating problems. They will instruct the engineer on firing, if asked, and recommend a coal formula which best suits their particular units. The writer advises that such recommendations be sought. Coal testing is expensive and can be done only in well-equipped laboratories which are rarely available to small school systems without a great deal of expense and bother.

Important sources of heat losses are as follows:

1. *Up the chimney.* From 15 to 35 per cent of the heat is lost in this way. A great deal of the loss is unavoidable.
2. *Poor settings.* If the operator goes around the boiler with a candle while it is being operated, cracks may be detected by the flame being sucked in.
3. *Ash pit.* Live coals in the ash pit represent a fuel loss. Wetting the coal sometimes helps, although some heat is used to evaporate the water. Any coal dealer can supply the sort of fuel needed if he knows what is desired. Otherwise, if just coal is specified, the fuel may not be at all suitable for the heating plant or may be low in BTU, or high in ash, sulphur, etc. The last-mentioned constituent is very harmful to the heating plant. Good coal companies supply an analyzed fuel which is guaranteed to come up to certain specifications. The small school needs to standardize on some good coal which fits the needs of its heating plant.
4. *Poor traps.* Every trap should be adjusted, so that live steam is

not allowed to go through it. The temperature of the water going through should, instead, be about 180 degrees. A practical way of testing is to put the hand on the discharge line. If it is too hot for the hand to remain on it, steam is undoubtedly coming through.

Savings on Electricity

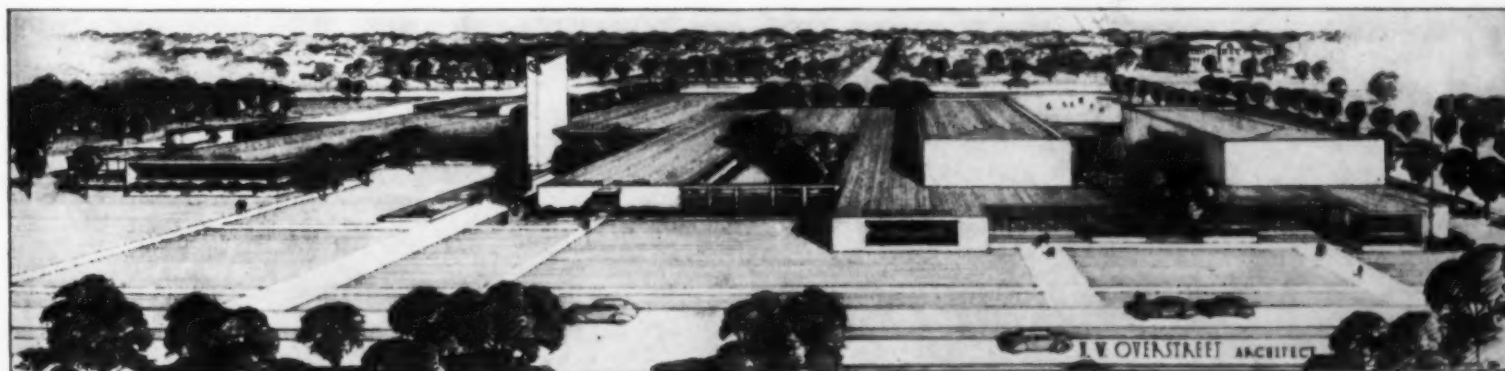
High bills for electric current become a problem to most school districts. Teachers turn lights on as they enter in the morning, when it is dark, and then forget to turn them off even if the sun comes out. Teachers leave shades pulled down and the lamps on when an adjustment of the shades would permit plenty of light. The janitor is well-equipped to remind teachers of the burning of unneeded electric lights, because he can look after this chore as he goes about the building inspecting temperatures and cleaning. Reminding, though, should never be done in front of the children nor should the janitor turn off the lights when the teacher is in the room. To speak openly or to throw the switch belittles the teacher. Often a glance at the lights or the shades is enough, or he can remind her when sweeping or as he sees her in the corridor at recess or other times. The superintendent can also help by discussing the subjects of lightsaving and sightsaving at staff meetings.

Care of Boilers

Boilers need to be cleaned and repaired each summer. This process is not as difficult as it sounds since it merely consists of scraping all the parts and of replacing burned firebricks, grates, and other worn-out sections. Perhaps the care of the tubes is the most important. These will last only five or ten years if not cared for, whereas they should be good for 25 years if looked after properly. Nearly all well water contains hardness of a temporary or permanent nature, both of which need to be removed. Tri-sodium phosphate usually softens the water and prevents deposits on the tubes. Since it is difficult for the average small-town engineer to become expert in testing boiler-water and using the right amounts of compound, the writer recommends that a commercial service be employed. For a nominal charge for boiler compound, water-softening concerns at frequent intervals will test the water, inspect the boilers, and recommend correct amounts of compound. Excellent service is usually rendered that pays dividends in the long run. Probably one of the nationally known companies best serves the purpose.

Conclusion

This article has attempted to discuss methods and schedules for the most common sorts of janitorial service in small towns. No attempt has been made to include all possible duties or all possible methods. It is hoped that the descriptions will be of help to administrators and janitors in schools enrolling from 200 to 1000 pupils.



The Picayune Vocational High School, Picayune, Mississippi. — N. W. Overstreet & Associates, Architects-Engineers, Jackson, Miss.

The new Vocational High School to be erected at Picayune, Mississippi, is the first of the regional vocational schools of secondary grade to be erected in the state of Mississippi. For the most part, the building will be one story high and will include shops, materials — storage rooms, classrooms, laboratories, an auditorium, a gymnasium, and administrative areas. The shops will be planned for the greatest possible flexibility in order to adapt the building to future changes in the trades and occupations to be taught.

The Mississippi system of regional high schools represents the effort of one state in the broad plan of expanding vocational education throughout the

South. The problems involved have been made the subject of the special study carried on during the past and present years by the Southern States Work Conference on school administrative problems. The general problem was the subject of a study carried on in 1944, and for the present year each state is carrying on its own investigation with a grant from the General Education Board. Special attention will be paid not only to the general educational service of the regional vocational schools, but also to the especial occupations needed to fill the special industrial, agricultural, and social situations in the respective states.

Miami Educates Its Crippled Children



Complete physiotherapy treatment is given to pupils who can benefit from the services of a trained therapist.



Since 1940, the Dade County, Florida, schools, including the city of Miami, have conducted an extensive educational program for crippled children, particularly home-bound. The special central school, which includes sight-saving classes, cardiacs, and other children who can come to school, has a faculty of ten teachers and an enrollment of 96 pupils.



Any child who is ill for a period of time but who can carry on home study may receive the services of a visiting teacher. Children in the grades particularly benefit from this service during extended convalescence.



Tiny tots who are too severely handicapped to come to school are as much the concern of the two full-time visiting teachers as are the older children.

Warren Has Generous Sick-Leave Plan *John G. Rossman¹*

Available reports indicate that sick-leave allowances for teachers in elementary and secondary schools were somewhat less liberal in 1937-38 than in 1930-31. The curtailment was probably caused by the economies of the so-called years of depression.² This retrenchment stands out in marked contrast to the rapid liberalization of the benefits available to most employees in industry and business, particularly when account is taken of recent provisions for social security, old-age pensions, and unemployment insurance.

Only a few states make provisions in the school laws for compulsory sick-leave allowances for teachers. The latest study³ reports only seven states—Alabama, Florida, Kentucky, Louisiana, Nevada, New Jersey, and North Carolina—have a mandate for sick-leave pay. Recently in Pennsylvania a bill to make compulsory the payment of sick benefits to teachers failed of passage in the 1945 state legislature. In section 1206 of the School Code, however, school boards are permitted to make sick-leave benefit payments out of local funds. Comparatively few districts provide such benefits because the expense seems to be too high. The program in operation in the School District of the Borough of Warren may be of interest.

In Warren, the program without cost to the taxpayer, but affording some relief to the teacher who is absent because of illness, was set up in 1934. The plan was not altogether satisfactory, and in 1937 it was modified so that it has cost the taxpayer between \$300 and \$900 annually for the 100 or more teachers employed.

Basic Assumptions

The Warren program is based on the assumption that the substitute teacher receives a lower daily salary than the teacher compelled to be absent. It provides some return to each teacher who is absent because of illness when certain conditions are met. In most cases it places a penalty upon the teacher so absent, but it does provide a return for an indefinite period rather than for a period limited to seven or ten days.

For some years prior to 1932 seven days of absence because of illness were allowed at full pay. Some teachers "were compelled" each year to take those seven days, no more and no less.

From 1932 to 1934 no sick benefits were paid. The total number of days absence dropped materially. This may have been of much disadvantage to the school and the

pupils because some teachers felt compelled to teach when their own best health required that they remain at home.

In 1934 the now prevailing program, modified in 1937, was set up. All absences of teachers are rated as either "excused" or "unexcused." The teacher whose absence is "unexcused" loses the entire pay for the day when so absent.

All absences are regarded as "unexcused," "except," to quote from the board's resolution, "the following which are to be regarded as 'excused'":

1. Those caused by the personal illness of the teacher, and then ("no payments shall be made unless such teacher shall have furnished to the board of school directors a certificate from a physician stating the nature of the sickness and certifying that he or she was unable to perform duties as a teacher"). (Quotation from Section 1206, School Code.) A certificate from the school physician which will be prepared without cost to the teacher will be acceptable.

2. Those caused by attendance upon the funeral of a member of the immediate family (father, mother, brother, sister, wife, husband, child, blood relative residing in the same household) when a total of four days may be excused upon the signing of a statement as to the cause of the absence.

Sources of the Fund

For those teachers whose absence is "excused" a sick-benefit fund is established. The amount in the fund is derived from three sources. First, there is deposited in the fund the amount of the difference between the daily wage paid the substitute and the wage that would have been paid the teacher had she taught. For example Teacher A is under contract for 180 days at \$1,800 per year. This makes her daily rate ten dollars. She is absent for one day and rated with an "excused" absence. Substitute Z is employed at \$8.00 per day, annual rate \$1,440. The difference, \$2.00, is placed into the sick benefit fund.

The second source of the fund is from the difference between the daily salary of the teacher whose absence is "unexcused" and that of the substitute. Example: Teacher B is absent a day because of the funeral of a second cousin in Pittsburgh. She gets no pay for such absence. Her daily rate and that of the substitute are the same as in the case of Teacher A, whose absence was "excused." Thus \$2.00 additional are available for the fund.

In 1937 the Warren board agreed to add as a special subsidy to the fund \$2.50 for each day of "excused" absence.

From these three sources, using the very simple examples cited above, we have a total of \$6.50 in the fund. If no other cases of absence occur, the teacher whose absence was "excused" would at the end of the school year be paid this amount, \$6.50.

In actual practise, at the end of the school

year the number of days of "excused" absence is totaled. The board contributes the \$2.50 for each day of such absence. The total number of days of "excused" absence is then divided into the total amount in the fund, which as indicated before grows out of the difference between the daily salary of the teacher absent, either "excused" or "unexcused" and the amount paid the substitute, plus the board's subsidy of \$2.50. All teachers who have "excused" absences are then paid the same amount for each day of "excused" absence, except that no teacher may receive an amount greater than the amount she would have received had she taught that day.

Some Benefits — and Weaknesses

So that teachers need not wait until the end of the year, partial payments are made at the end of each month. These are based upon the experience of payments covering 10 or more years. Such payments are not essentially a part of the program.

Some weaknesses of the scheme are as follows: (1) No teacher knows the amount of money which she may get because of an "excused" absence. (2) The board cannot exactly predetermine its contribution. (3) The total amount in the sick-benefit fund is materially conditioned by the number of days of "unexcused" absence.

A Word Picture of the Scheme

Keeping in mind that the entire teaching corps numbers about one hundred, the following figures may give a picture of the operation of the scheme:

The number of days of "excused" absence in 1941 was 362; in 1942, 135; in 1943, 172; in 1944, 138; in 1945, 357.

The number of days of "unexcused" absence in 1941 was 17; in 1942, 33; in 1943, 72; in 1944, 89; in 1945, 28.

The amount which the taxpayer had to contribute on the basis of the \$2.50 subsidy in 1941 was \$906; in 1942, \$337; in 1943, \$430; in 1944, \$346; in 1945, \$893.

The amount of money paid to each teacher for each day's "excused" absence was in 1941, \$6.28; in 1942, \$7.10; in 1943, \$9.25; in 1944, because of the large number of "unexcused" absences, every teacher received full pay and it would have been possible to have paid \$12.57 per day; in 1945 the amount paid was \$9.12.

Out of the 100 teachers involved, the number of teachers regularly "excused" for each year listed is in 1941, 30; in 1942, 31; in 1943, 25; in 1944, 28; and in 1945, 34.

The greatest single benefit that grows out of this type of program is that the teacher who is ill for a long period of time benefits in accordance with her need and length of absence. As a matter of interest, it is worthy of note that in 1941 one teacher was paid for 56 days of "excused" absence; in 1942 the longest period of absence was 22 days; in 1943, 23 days; in 1944, 24 days; and in 1945 one teacher was compelled to be out and was paid for 94 days.

¹Superintendent of Schools, Warren, Pa.

²Educational Research Service, National Education Association, Circular No. 1, 1938, p. 9.

³Educational Research Service, National Education Association, Statewide Legislative Provisions for Teacher Welfare, November, 1942.

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NEW TASKS FOR SECONDARY SCHOOLS

DR. DAVID SNEDDEN has recently called attention again to the failure of American schools to provide genuine vocational educations for the skilled occupations which in character and the training required are not on the professional level. These vocations are associated with business, industry, the higher professions, the service occupations, government, and agriculture, and require all-around training of a realistic kind not found in the high schools, or the colleges, and not attempted in the limited offerings of mechanical courses of the trade schools.

These proposed schools can hardly be thought of unless they are sponsored by the states through their vocational departments and made accessible to all youths—and to acceptable adults—regardless of their residence. The special occupations essential to the primary and secondary industries of the state, to the relative size and number of urban and rural communities, and to the social and economic status which the state hopes to maintain among its citizens should tend to fix the number and location of the schools, and the major courses to be offered. Such a system of upper secondary, or tertiary, vocational schools would meet the needs of numbers of able young people, but more important still, they will remove much of the slipshod character of the work now performed by inadequately trained workers who have been victimized by high-priced short-course private schools in a large city, or who have been trained by uneducated older workers. The existence of such schools, graduation from which would be recognized by a state license, would lift a considerable number of socially and economically important occupations which have but few practitioners, to a desirable higher level. The problem suggested cannot be solved until a state-wide view and support of vocational education replaces the present local approach.

A DEPARTMENT OF WELFARE AND EDUCATION?

WASHINGTON dispatches indicate that a revived movement for a Federal Department of Welfare and Education is rapidly taking form and that the congressional

committee in charge of bills for the reorganization of the executive branch of the government will seriously consider the establishment of such a department. At a conference with President Truman nine organizations, headed by the National Education Association and including women's groups interested in child welfare and education, presented arguments for such a Department and urged as immediately necessary functions the execution of needed school-health programs, of the continuation of school lunches, of postwar federal aid to school-building programs, and of preschool child centers.

The establishment of a Federal Department of Education was last proposed in 1925, and it was argued at that time that the dignity and importance of education were such that the schools could hardly share their interests in the president's cabinet with the then limited federal offices engaged in curbing child labor, seeking improvement of family and child life, etc. The present generation of interested groups recognizes the growth of the vast movements for general social welfare and security through health protection, old age pensions, unemployment assistance, and youth welfare. The narrow demand for absolute control by professional educators has apparently given way to a broader outlook in which the views of all well meaning people interested in social betterment are recognized.

It may be expected that a broadly conceived Department of Public Welfare, whose title includes the word Education, will look deeply into national cultural and social needs, and seek to balance the needs of youth and adult life and of old age, both in the services and support given through the federal government. As an integral part of the first and most important service given by the communities and the states to the upbuilding of individuals as men and citizens, the schools can well take their chances in such a Federal Department. By genuine merit they can prove their right to first consideration.

OUTDOOR EDUCATION

CAMPING, hiking, and other forms of outdoor activity are growing in importance and scope from year to year. In fact, this phase of informal education has so extended in the number of young people reached that schoolmen and educational organizations are beginning to take notice of it. Up to this point, youth organizations, recreation groups, and social-service organizations have been active, but it is not unlikely that one or more of the teachers' associations shortly will be taking a hand

in outdoor education and will seek to make it one of their special activities. It is to be hoped that various types of social agencies who were instrumental in initiating and first promoting outdoor programs will continue their direction and control of this fine educational development.

Until they can radically change their outlook, the educators in charge of formal school education will have difficulty in helping the broad objectives of the outdoor movement. They are already complaining that there is no fixed pattern of outdoor education which has taken shape up to this point. It is just this seeking of a formal pattern, of sharply classifying children, and of checking outcomes, which is certain to harm the movement as a deeply valuable man and woman building force. It is one thing to make outdoor activities a happy experience to be sought by every child, even the youngster who has insufficient mental equipment and who hates the very idea of education and of schools, and quite another thing to use this experience for personal growth and discipline and for social and moral—and religious—gains.

SAFETY AND SANITATION IN SCHOOLS

THE average member of a board of education is conscious of the fact that safety in the schools is a matter of prime importance. The history of calamities which have befallen children and teachers in the schools because the matter of safety was neglected by someone is indeed a convincing one as well as a sad chapter in the field of school administration.

Many devices and agencies, looking in the direction of caution and care, have been introduced in school buildings. Fire escapes, self-unlocking exits, safety staircases and roomy corridors, fire drills, etc., have been brought into service. The genius of invention has made boiler explosions a thing of the past and has brought lighting and heating systems upon a safer basis.

But there still remains the element of personal responsibility. The janitor and the engineer must be on the alert. The equipment placed in their care must be looked after. Inflammable material must be removed from basements and the outside premises. Principals and teachers must see to it that pupils' playground activities are supervised and freed from the possibilities of accidents.

While all these things are known to the average school administrator, he occasionally receives a shock in learning that all is not well. In recent months the city of Boston was startled by a survey which re-

vealed the fact that a dozen school buildings were absolutely unsafe and a menace to the students and teachers who inhabit them during the school day.

But Boston is not the only city in which school property has been found to be unsafe. In numerous studies made in anticipation of postwar school construction, it has been found only too often that alarming conditions exist in older schoolhouses. While new building projects could not be engaged in during the duration of the war, it remains that good housekeeping and watchful attention to safety must be maintained. There is no excuse for laxity in allowing overcrowding, indifferent sanitation, or inadequate fire safety. To rear a fit nation, its youth must have safe and sanitary schoolhouses.

PUBLIC WORKS URGED

ECONOMISTS in Washington estimate that during the first quarter of 1946 there will be 8 million jobless persons who are seeking work and, while business will greatly improve as reconversion proceeds, the third quarter of the year will still see from 7.5 to 8.5 million without jobs. Estimates of conditions in 1947 are hazy and based largely upon the optimism or otherwise of individual forecasters, but not less than 5.5 million and not more than 9.5 million unemployed are expected to be knocking at the doors of business or public employment agencies. As an economically and socially valuable means of holding down unemployment, the federal and local expansion of public works programs is urged by practically all economic commentators.

While the orderly transition from a wartime to a peacetime economy unquestionably will be aided by public works, the school boards now in need of some 5 billion dollars worth of new school buildings can hardly determine their course of action only on the basis of creating jobs. Children in need of classroom space cannot wait. The actual needs of the local school system come first as the one all-important reason for decisions. In a secondary way the demands of private industry for skilled men in the building trades and related occupations must be considered so that, when the full flood of home and commercial construction hits the local labor and materials markets, the schools will not conflict too strongly with other needed construction and help raise unduly the total building costs. Similar problems which may cause school boards to adjust their projects for new work and for remodeling and enlargement will arise from the local and state tax situations and from the bond markets.



THE SHIELD

Incidentally, it still seems to be advisable to employ the pay-as-you-go plan, to build up reserves for capital outlays, and to cut the number and amount of bond issues to the minimum.

In these transitional years, the planning of school-plant programs will assume less and less of the character of wartime planning which was so largely concerned with simply finding out what is needed, and where and with what buildings the needs should be met. It is now a matter of prudently and with strong regard for all-round progress and local governmental self-sufficiency to provide the funds and to erect the buildings which will fill the essential needs. The entire economic welfare of the locality as of the nation, will be an element in this transitional planning, but not much dependence may be placed on help from Washington — much as we feel that is needed and deserved.

Education and the Soul

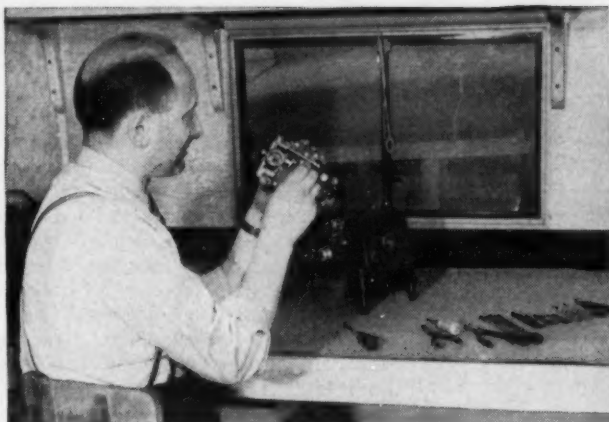
I consider a human soul without education like marble in a quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot and vein that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to reveal every latent virtue and perfection, which without such help are never able to make their appearance. — Sir Richard Steele.

"It is very nice to be an executive, but on the other hand, to the very extent that you climb up in your job, you tend to leave behind you the people on whom all power, influence, and success depend. It is like climbing a mountain. As you go up and pass the timber line, the fog rolls in and you lose sight of the valley down below. . . . If you are not careful you will forget those plain people from whom all your strength must come. If you are not very careful, you lose the wave length that goes into their lives and thoughts. And if that happens, then all the tricks, all the reader surveys, all the typographical devices in the world will be of no avail." — William L. Nichols, managing editor, *This Week*.

School Enrollments in September, 1945, Gain in Smaller Communities

City	Elementary Schools		High Schools		City	Elementary Schools		High Schools	
	Enrollment	Change	Enrollment	Change		Enrollment	Change	Enrollment	Change
Birmingham, Ala.	32,214	....	12,047	....	Lincoln, Nebr.	....	+91	....	-57
Phoenix, Ariz.	10,981	+135	....	....	Omaha	22,005	Loss	9,990	Loss
Berkeley, Calif.	8,494	Gain	5,092	Loss	Manchester, N. H.	....	+25	....	+3
Fresno	8,744	+555	6,351	+290	Atlantic City, N. J.	4,763	-11	2,191	+120
Glendale	5,917	Gain	6,388	Loss	Camden	10,677	-430	4,870	-122
Long Beach	....	+2700	....	+500	East Orange	4,472	-85	2,711	-44
Los Angeles	162,307	+7,481	116,425	+226	Elizabeth	6,153	-189	6,141	-333
Oakland	26,157	Gain	21,447	Loss	Irvington	4,830	+204	2,056	-122
Pasadena	8,805	+8.4%	8,030	+20.5%	Newark	39,839	-1516	15,241	-10
San Diego	24,019	+981	15,224	-238	Passaic	3,658	-245	3,449	-172
San Jose	5,250	Loss	2,690	Gain	Paterson	14,307	-244	4,738	-674
Santa Monica	3,904	+131	3,259	+26	Buffalo, N. Y.	45,722	-310	20,338	-104
Denver, Colo.	26,418	....	19,314	....	New Rochelle	4,107	Gain	3,232	Gain
Pueblo	3,539	+95	2,506	-7	New York	491,758	-11,701	306,876	-4471
Pueblo, Dist. #1	3,251	-49	1,212	Gain	Niagara Falls	7,806	Gain	6,181	Loss
Hartford, Conn.	11,569	-324	7,923	-295	Rochester	....	-200	....	-200
New Britain	4,731	-105	4,618	-155	Schenectady	....	-152	....	-129
Wilmington, Del.	6,450	-699	6,523	+278	Troy	3,452	-250	1,111	-20
Washington, D. C.	49,421	+1662	35,769	+796	Utica	8,504	-180	3,379	-40
Jacksonville, Fla.	33,463	Gain	5,064	Gain	Asheville, N. C.	5,249	+95	1,708	+23
West Palm Beach (White only)	5,680	Gain	1,700	Gain	Durham	7,572	Loss	2,095	Gain
Atlanta, Ga.	29,288	+815	17,205	+555	Greensboro	5,372	+217	3,088	-45
Augusta	10,131	+650	2,667	+117	Winston-Salem	....	+68	....	+210
Columbus	6,953	+160	2,996	-304	Akron, Ohio	28,588	-835	11,797	-253
Savannah	13,606	-633	7,078	+788	Canton	11,282	Loss	5,550	Loss
Chicago, Ill.	....	-2.8%	....	-4.5%	Cincinnati	38,165	Gain	9,756	Loss
Decatur	5,863	+13	4,453	-50	Cleveland	59,564	-446	41,039	-695
East St. Louis	10,021	-61	1,900	+46	Cleveland Heights	4,058	+119	3,945	-67
Oak Park	4,221	-190	....	....	Dayton	....	+607	....	+153
Peoria	10,090	+72	4,981	+152	Hamilton	....	-200	....	+100
Rockford	6,000	....	5,700	....	Lakewood	3,591	+154	1,567	-137
Springfield	7,835	-38	3,235	-19	Parma	1,927	Loss	972	Loss
East Chicago, Ind.	4,107	-212	3,223	-197	Springfield	6,847	+144	....	-78
Evansville	11,522	-243	5,099	+78	Toledo	21,000	Same	10,425	+1000
Gary	13,911	+116	5,204	-159	Youngstown	13,064	+817	10,425	+7
Indianapolis	38,423	-805	14,609	-12	Oklahoma City, Okla.	20,462	-175	14,121	+508
Terre Haute	....	+344	....	+96	Allentown, Pa.	7,410	+24	6,533	Loss
Davenport, Iowa	5,224	+137	4,175	+36	Altoona	5,497	+139	5,630	-120
Des Moines	16,362	+611	10,303	-414	Bethlehem	4,517	+325	4,221	+210
Sioux City	6,921	Loss	4,953	Loss	Erie	8,229	Loss	6,998	Loss
Waterloo	5,109	Loss	3,103	Loss	Johnstown	4,904	-35	4,627	-240
Kansas City, Kans.	13,077	+114	7,916	+286	Lancaster	3,885	Loss	3,411	Loss
Topeka	5,821	+35	4,193	-15	McKeesport	4,559	Loss	3,769	Same
Wichita	12,844	-7%	8,551	-1%	Philadelphia	122,000	Loss	85,000	Loss
Louisville, Ky.	24,302	+660	15,985	-134	Pittsburgh	48,236	-2796	32,522	-1277
New Orleans, La.	41,532	Gain	8,802	Loss	Reading	8,089	Loss	6,281	Gain
Shreveport	....	+300	....	+200	Wilkes-Barre	5,714	....	4,588	....
Portland, Me.	9,542	+33	2,886	+1	Providence, R. I.	16,621	-306	12,182	-702
Brockton, Mass.	....	Slight gain	....	Loss	Charleston, S. C.	....	-362	....	+13
Lowell	....	+100	....	....	Memphis, Tenn.	....	About same	....	+2%
Lynn	5,547	Loss	5,531	Loss	Nashville	15,131	-213	8,191	+232
Malden	5,950	-45	1,579	+50	Amarillo, Tex.	5,887	+194	4,072	+100
Quincy	6,010	+43	5,077	-101	Beaumont	5,500	....	2,000	....
Somerville	7,290	+123	5,848	-129	Dallas	33,088	+859	15,650	+5
Springfield	9,470	-70	8,521	-342	Fort Worth	18,236	Gain	11,716	Gain
Worcester	....	-516	....	-94	Galveston	4,482	-186	3,455	-51
Dearborn, Mich.	8,720	+228	6,763	-30	Houston	45,750	+800	26,440	+600
Flint	15,197	-265	11,557	-266	San Antonio	....	+230 (1%)	....	+20 (.3%)
Highland Park	3,250	-203	2,622	-4	Salt Lake City, Utah	20,569	+723	10,939	+71
Kalamazoo	4,952	+28	1,984	-52	Salt Lake City, District	5,631	+111	4,408	+129
Lansing	7,540	-295	6,288	-64	Portsmouth, Va.	....	+148	....	-8
Pontiac	8,359	Gain	5,191	Gain	Richmond	....	+496	....	+308
Saginaw	....	+128	....	+189	Roanoke	6,846	+225	3,790	Same
Duluth, Minn.	....	-203	....	-443	Seattle, Wash.	35,377	+1029	18,741	+497
Minneapolis	36,781	+409	28,780	-975	Spokane	13,977	+226	5,428	+208
Jackson, Miss.	5,110	+156	3,402	+134	Tacoma	11,248	+471	7,888	-194
Kansas City, Mo.	34,030	-916	17,036	+311	Charleston, W. Va.	28,503	+636	17,190	+687
St. Joseph	6,383	+193	3,387	+12	Clarksburg	9,818	+325	6,343	-118
St. Louis	66,032	-798	22,388	+37	Parkersburg	8,861	Gain	2,751	Gain
Springfield	....	-87	....	+5	Wheeling	5,426	Gain	4,177	Loss
					Madison, Wis.	5,571	+278	5,004	-136
					Milwaukee	43,556	Loss	27,153	Loss
					Racine	5,257	-122	4,697	-87

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Time for Teacher Inventory

W. W. Ludeman¹

The end of the war has brought every state in the Union face to face with the problem of teacher-training standards. The wartime emergency is over and days of peacetime rebuilding lie immediately ahead.

A brief review of what happened in teacher supply from 1941 to 1945 reminds us that thousands of classroom people left the profession for the armed forces and for other callings in connection with the war effort; that teacher-training institution enrollments declined to all-time low records; that all states were forced to lower the teaching requirements, to allow short term training and to issue easy permits. Even states which formerly boasted high-level requirements discovered that to keep the schools operating, stiff teacher-training standards had to be set aside. The bottom fell out so far as requirements were concerned in every state.

Other Professions Hold Fast

It is interesting to note what happened to other professions while teaching was "going to pot" in the several states. Here are a few contrasts:

While all states were certificating most any person, with small regard to credits earned and with preparation as little as six weeks of summer school, or none at all for the tremendously important task of developing the minds, characters, and personalities of the children of the land, we find that,

In medicine—for those who watch over physical well-being—the states refused to lower levels except in premed training. In the face of a tragic dearth of doctors over the nation, the training standards held fast.

In dentistry—for those who care for teeth—no reduction of training requirements was permitted in face of a dire shortage in this field.

In law—for those who weigh justice—a slight lowering of preprofessional demands but that was all, and a serious shortage of law recruits was the result but yet there was no easing of levels.

And so one could go on at length to pharmacists, engineers, nurses, beauticians, architects, and even to undertakers and veterinarians, and other professions, controlled by state law. The emergency caused by the war made slight, if any change, in training requirements of these occupations. But anyone and everyone was certified to teach regardless of preparation for the task.

The Way Back

As the states attempt to climb back to 1941 teacher levels the road ahead may be easy or difficult as determined by the demands of parents and patrons of the schools. If people are satisfied with present low-ebb teachers, it will take many years to bring back the higher pattern. It is unfortunate that a large percentage of the teachers with flimsy preparation will be happy to continue teaching on these same low levels. Many do not plan to teach very long, so why invest too much in professional improvement.

¹Dean of Southern State Normal, Springfield, S. Dak.

If, however, there are enough parents and patrons who realize that children have been cheated in the past four years by poorly prepared teachers, and who will insist on a quick return to the 1941 demands for certification, then the change will be rapid.

A Possible Temporary Shortage

It is true that a sudden return to former preparation standards may cause a temporary shortage of certain types of teachers. The gains will far offset this possible loss. The field of medicine did not throw requirements to the four winds when faced with a shortage of doctors. In war and now in peace, the medical profession is holding the line.

And there are evidences that the teacher supply will be given a sudden boost now that war has ended. In all states hundreds of well-trained former teachers are coming out of the Armed Forces and back from defense jobs to take up classroom positions once more. This supply will help in the return to former higher levels.

At best, the severe shortage should not run for more than one or two years and this risk would be worth taking to bring back well qualified teachers to the schools of the nation.

But a return to 1941 levels will not be enough. Most states must go beyond that standard. Where minimum preparation for teachers has been only one year above high school, it should soon be set at two years; in states where it was two years it should go

to three years. The demands of a new age in science and living will require sounder teacher backgrounds and a much higher quality of recruits to take up the significant business of child instruction.

A Three-Point Program

This is not a hopeless objective. Careful, long-term planning will get the job done. The whole enterprise to increase the quality and professional training of public school teachers hinges upon three vital bases:

1. *Add professional glamour to teaching.* States must set this business up on an equal basis with other callings so that the better young people will want to go into teaching and stay in it.

2. *Keep salaries on the increase.* Money talks. In this practical world it measures nearly everything. If states expect to recruit the right candidates to prepare for educational occupations the income of the professional educators must be considered. Young people will not object to longer training if the ultimate earning power will warrant the added investment.

3. *Set timed professional goals.* Every state should pass legislation immediately setting up dates at which time certain minimum preparation levels will be valid, graduating these levels toward higher standards. It will be an easy adjustment. People will know what to expect and prepare for it accordingly. Such a plan should tie in technically with the establishment of proper salary needs for teachers and give to the whole profession of teaching a stability of outlook it has needed for many years.

This is an ambitious program but the returns in better educated children for American and world citizenship would certainly be worth it.

Kansas City Establishes Veterans' School Nadine E. Miller

A school, established primarily to meet the needs of returning veterans whose high school education has been interrupted, opened at the Manual High and Vocational School in Kansas City, Mo., September 10, as a part of the regular public school program. It is known as the High School Training Center for Veterans and Civilian Adults.

The school is planned so that a veteran may enroll in the courses he needs, progress as rapidly as he is able, and obtain his high-school diploma on completion of the work.

Adult civilians may also take advantage of this new plan of high-school study, which according to Dr. Herold C. Hunt, superintendent of schools, he hopes will become a new type of school, a community institute for adults.

Class schedules and assignments are flexible and are arranged to meet the individual needs of students. A veteran may enroll and start a course at any time; he is permitted to spend as much time or as little as he desires on his study, and on the completion of a unit will be tested, after which he may proceed to another unit. In this manner a semester's work in a subject may be completed in from four to five weeks.

Service experience is to be evaluated in terms of high-school credits, following the plan as set forth by the American Council on Education. Credit will also be given for Armed Forces Institute work, and special training in radar, for example, will be translated into terms of science credits.

Because of the flexibility of the program a veteran may be enrolled in the high-school training program for a subject in which he may be deficient and at the same time be carrying a regular college course.

In several cases it has been recommended the veteran take the general educational development tests prepared by the Armed Forces Institute, and where test results indicated they were ready for college work, they were admitted to college without a high-school diploma, their service credit being evaluated in terms of high-school credits according to the plan of the American Council on Education.

Counseling an Essential Job

Counseling is an essential part of the new school program, both as to what the veteran is entitled to receive under the G.I. Bill of

(Concluded on page 62)

NEW-WORLD SPANISH

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THE AUTHORS

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 and
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+ + +

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KANSAS CITY ESTABLISHES VETERANS' SCHOOL

(Concluded from page 60)

Rights and on what training is necessary for the job of his choice.

Soldiers, sailors, marines, WACS, and WAVES have all been represented in the enrollment, with most of the applicants eager to finish the high-school work and get a diploma. There has been little demand for vocational or refresher courses although this type of work will be offered where needed.

Of the 75 veterans who have enrolled only one desires the work for self-improvement. All of the remainder are completing the work in order to secure a high-school diploma. All have expressed a desire to complete the work as rapidly as possible since they are intending to enter college and work toward a degree. All have shown an interest in straight academic subjects with particular emphasis on English and mathematics. One requested a commercial course. Of the 75 enrollees, 95 per cent are over 20 years of age, 50 per cent are over 25 years of age; also 50 per cent have already completed the sophomore year of high school. Each seems most eager and extremely ambi-

tious and has stated he has a definite goal in view.

In charge of the school is Howard Monnett, who himself is a new veteran, having served as an army sergeant until three days prior to his re-employment by the board of education. Mr. Monnett had been a member of the Manual High and Vocational School faculty previous to his army service.

In the civilian enrollment the interest has also been to complete high-school courses. Several young women want to complete their work so they may enter nurses' training. A man who has been an accountant for a number of years needs his high school diploma to qualify for the examination for certified public accountants.

The school has opened with three rooms, one for testing, one for study, and the third for classwork. The hours are flexible, being from 2 p.m. to 9 p.m. on Mondays and Thursdays; Tuesdays from 10 a.m. to 5 p.m.; Wednesdays and Fridays from 8 a.m. to 3 p.m.

A fee of \$15 for a year's unit of credit is charged; with a \$20 fee to nonresidents. It is expected the school will be practically self-supporting but expenses are carried by the board of education. The faculty will be enlarged as enrollment warrants.

tained a bona fide training program and accepted supervision by the vocational department of the Erie schools.

During the school year 1944-45, 23 pupils and 20 industries participated in the training program. The pupils were distributed among automobile, drafting, machinshop, printing, and sheet metal industries. One employer participated in more than one field.

TEACHERS' ABSENCE IN KALAMAZOO, MICH.

The board of education of Kalamazoo, Mich., has adopted a new policy governing pay and other allowances for absence of teachers for other than personal illness.

1. Teachers will be allowed three days' full pay for each death in the immediate family, with full deduction beyond three days.

2. Teachers will be allowed not more than one day's full pay for each death where the closeness of relationship or obligations warrant.

3. Reimbursement for absence due to illness of a member of the immediate family will amount to the difference between the teacher's salary and that of the substitute for a period not to exceed five days during any school year.

4. Absence necessitated by quarantine is not deductible, except that personal illness during quarantine will be administered under the sick-leave policy.

5. All requests for absence due to personal or business relations must be submitted in advance. Full deduction will be made for failure to notify the principals of such absences.

6. Absence of teachers to attend educational conventions and other educational meetings are permitted, without salary reduction.

7. All requests for absences must be presented to the principal or supervisor.

8. Principals and supervisors will have no authority to grant requests for absences outside of the policy, except that good judgment must be the rule in emergencies.

9. Principals and supervisors must report all cases of absence.

TO EXPAND AUDIO-VISUAL EDUCATION

Audio and visual aids, responsible for much of the rapid training of men and women in the armed forces, are being used in the Williamsport, Pa., schools. Very appropriately, a recently released navy instructor, Maurice Trusal, has been placed in charge of the supervision of the expanded postwar program.

The former lieutenant is conducting a survey of the schools for Superintendent A. M. Weaver, to determine what equipment and teaching aids are available, what further audio and visual devices are needed, and what procedures can be initiated to best use these aids in the schools.

Mr. Trusal has estimated that 50 per cent of the Williamsport schools have projectors and screens and other materials to provide a foundation for supplementing the regular class instruction by the methods which accomplished so much for the Army and Navy.

It is expected that the survey will be completed before January first, and that increasing service will be given during the second half of the school year. The entire program is to be completed by June, 1946.

When the school year gets under way in September, 1946, a special visual and audio teaching program will be placed in operation in the widely-known Williamsport Technical Institute, and the routine use of the new equipment throughout the elementary and secondary schools will have been established.

1. A recording and film library will be in operation at a central location. Every school will have its allotment of projectors, etc., and may then borrow the visual or audio materials needed for a particular class.

2. History, science, home-economics, and shop classes of the elementary and junior high schools will be able to borrow the films, etc., when desired.

3. History, general science, social-studies, and

(Concluded on page 64)

School Administration in Action

A JOB STILL TO BE DONE

The following letter from Colonel H. C. Adamson, recently connected with the Army Air Forces at Washington, is of intense interest to school people.

"I have just been reading in the newspapers about the drive being undertaken to guide boys and girls back to school this fall so that they may complete their education and therefore, be of greater value to the Nation and to the World in making and maintaining a prosperous, peaceful, and progressive future.

"There can be no light in the beacon of peace unless enlightened generations of men and women keep it bright. And that is why the Great Tomorrow begins in the classrooms Today. I wish I had an opportunity to go forth again and do my little share in the great work you are doing; but, unfortunately, when you receive this letter, I will be heading into retirement as the old mechanism has not been functioning as well of late as it should.

"But anyway — here is good luck to you in the execution of your great responsibility and that goes all the way down the line from heads of state to teachers in classrooms. You can tell them this much: That — if millions of boys and girls had not had the good sense to stay in school and learn to use their heads, we would have never have converted to Victory as quickly as we did. Nor will we convert to peace with the greatest speed unless those who have been at war or in work man their peacetime battle stations in the schools."

AN ADEQUATE PHYSICAL TRAINING PROGRAM AT HASTINGS-ON-HUDSON, NEW YORK

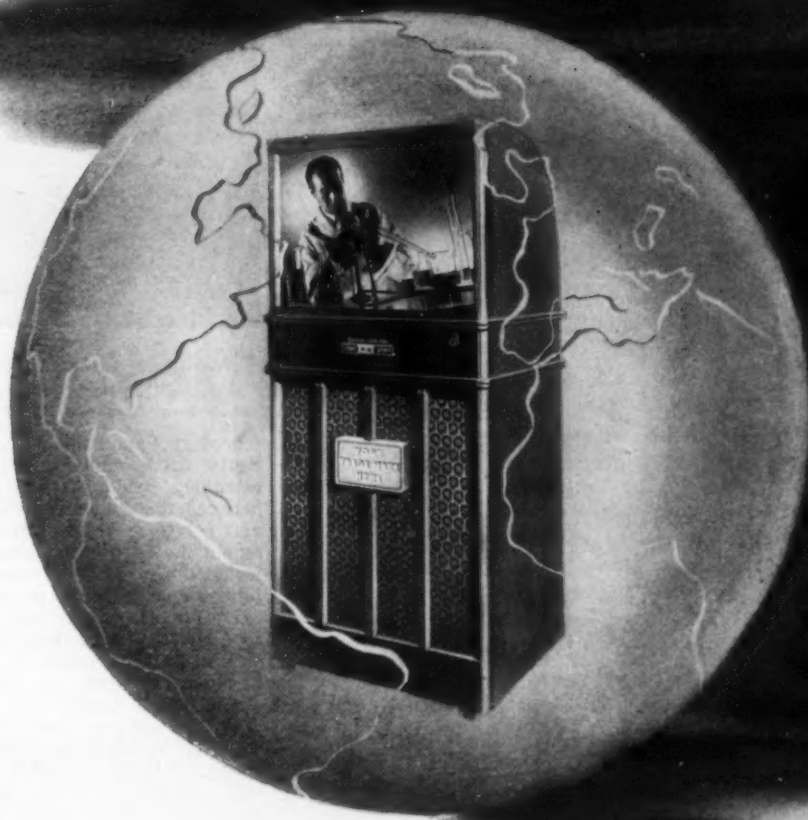
As a result of the nationwide twenty-five per cent rejections by the Army and Navy for remediable physical defects, physical education has become one of the chief features of school and community life.

In the public schools of Hastings-on-Hudson, reports Supt. John L. Hopkins, an attempt has been made to meet the New York state requirement of 120 minutes of physical education per week. In grades four to six, 90 minutes of the 120 minutes are met. Certain periods are set aside for corrective work by the gymnasium instructor. The program includes a variety of games and exercises, team play, and a carefully developed program of instruction in health, safety first, and first aid. Among the topics covered are personal hygiene, food and nutrition, disease prevention and control adjustment to environment, safety and first aid. In the high school each boy and girl receives 135 minutes of physical training per week, plus 45 minutes of health teaching. Health instruction is given in addition to the 300 minutes. An after-school program for intramurals is a part of the 300-minute program.

The high school boys' instructor devotes his after-school time to coaching football and baseball teams. In the winter he conducts gymnasium intramurals. The elementary instructor coaches high-school basketball in the winter and conducts high-school intramurals in the fall and spring. The girls' instructor conducts an after-school program depending upon play space and the number of girls an instructor can handle at one time. In addition, some faculty members are assigned to boxing, tennis, swimming, and assistance with teamwork. Physical fitness standards of the state department call for a wide variety of intensive activities. Three physical-training instructors help the school nurse in recommending a teacher for remedial work among the pupils with physical defects.

CO-OPERATIVE INDUSTRIAL TRAINING AT ERIE, PA.

Due to a tremendous need for human power in war production, the public schools of Erie, Pa., during the past three years participated in a co-operative training program with several local industries. Under the plan, pupils of legal working age were permitted to take training in industry a minimum of fifteen hours per week, and to attend regular vocational related subjects classes 15 hours per week. Regular high-school credit was given for this work where the employer main-



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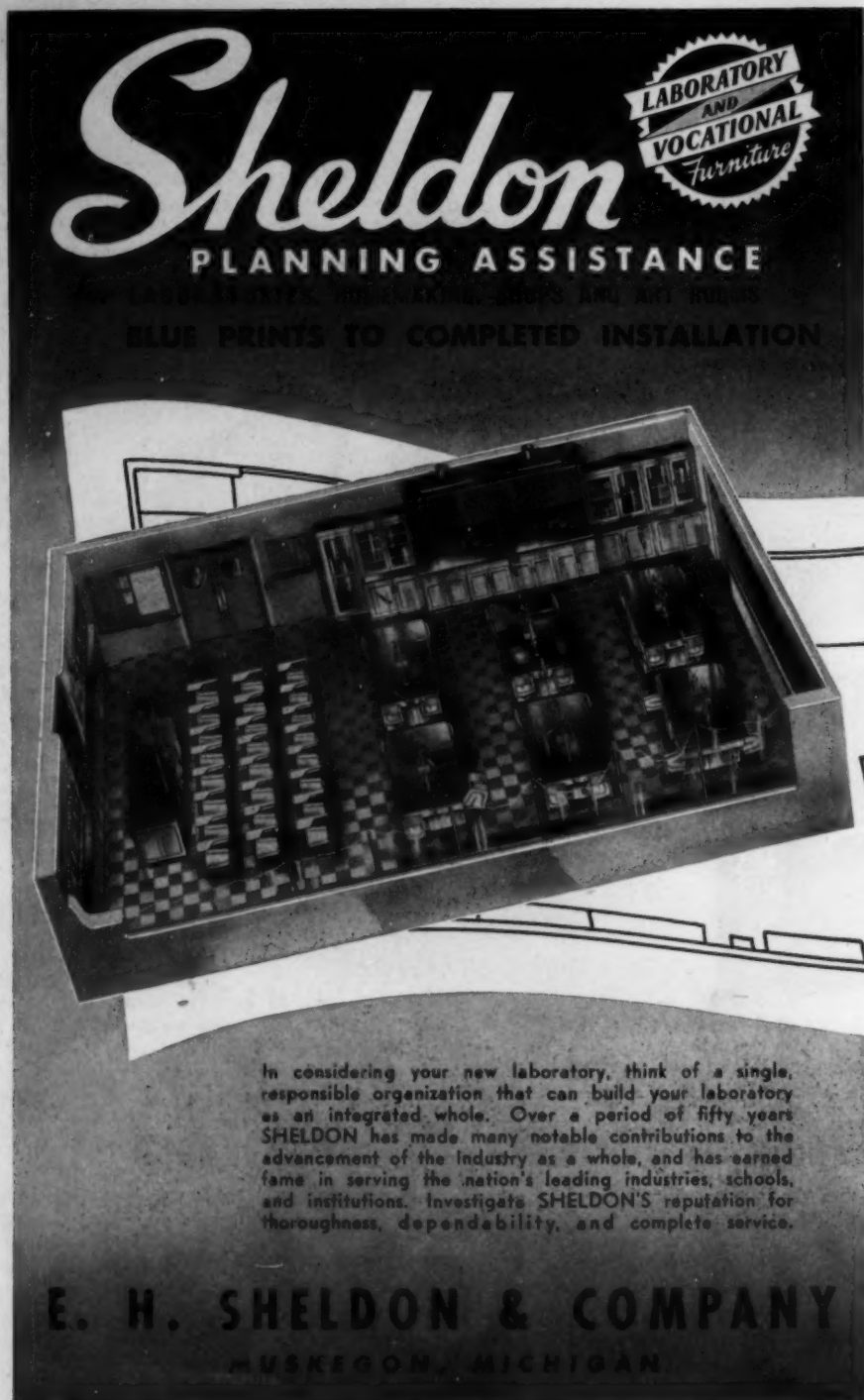
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E. H. SHELTON & COMPANY
MUSKEGON, MICHIGAN

(Concluded from page 62)

foreign-language classes of the high schools plan extensive use of the materials.

4. The Institute will use the recordings and films for trade training in regular day and evening classes, and particularly in the special courses for veterans.

With carefully planned modifications it is expected that the amazing educational results obtained by the armed forces through the use of audio-visual aids, can largely be duplicated in schools. The Army and Navy found that men could be trained 40 per cent faster with the help of films than by the traditional lecture method. It was discovered that information learned under the new technique was retained 55 per cent longer than when learned in the conventional ways. In the schools the close attention to the military studies, the sharp discipline, and the strong motivation of war necessity cannot be duplicated with young children, but results very much better

than those possible by the traditional textbook and recitation are certain.

As an example of how the new teaching aids will be used in the near future, Mr. Trusal describes an American history class in the elementary or high school: "When youngsters, to whom Roosevelt, MacArthur, Eisenhower, and Hitler are just names or newsreel subjects, come to the schoolroom, they will hear the voices of these present-day celebrities on the motion pictures and slides. In this way they will have a vivid idea of what happened during this war."

The program of service to be given teachers will include instruction in the use of audio-visual aids through conferences and bulletins, help in location of new materials, and supervision of actual classroom work.

A CO-OPERATIVE TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS

During the school year 1944-45, a co-operative training program was conducted in the high



Maurice Trusal Prepares Inventory of Williamsport Audio-Visual Aids

school at Paragould, Ark., (a) to help the students in learning a useful occupation while attending school, (b) to help bridge the gap between the school and the working community, and (c) to make less abrupt the transition from school life to the workaday world. The training included any trade or occupation which offered job experience in the community.

During the year, each co-op student was required to carry three other regular subjects, and to work a minimum of twenty hours per week on the job, for which he received one and one half credits.

Three weeks of each six weeks' period were spent on technical material related to each student's particular job, while the other three weeks were devoted to a complete study of such units as general mathematics, salesmanship, spelling, English, social relations, personality development, and how to hold a job.

NEW STATISTICAL RESEARCH SERVICE

The statistical reporting and statistical research activities of the United States Office of Education have been redefined and centralized in a new Statistical Research Service.

The new service, which will be responsible for the planning and direction of all statistical work of the Office, has among its responsibilities the preparation of all basic periodic figures on education, such as the chapters of the Biennial Survey of Education, the production of special statistical studies, higher education, school administration, elementary education, secondary education, vocational education, and the co-ordination and review of plans for securing information and statistical research studies of the Office.

Dr. F. G. Cornell has been appointed as chief of the new service. Mr. E. M. Foster, formerly connected with the Statistical Division of the Office, has become chief reporting statistician.

BOARDS OF EDUCATION

► Santa Ana, Calif. An election has been called for a vote on a proposed school bond issue of \$994,000 for a new junior college plant. Ralph C. Flewelling, Los Angeles, has been employed as architect.

► Dubuque, Iowa. The board of education has voted to co-operate with other cities of the state in requesting a clarification of the state law on teachers' pensions. The board desires to know what authority it would have in utilizing the benefits of the state system for its employees as a supplement to its own retirement system.

► Woonsocket, R. I. The school board has accepted an offer of the U. S. Public Health Service to inaugurate a five-year experimental health program in the schools, including free dental care for all children who desire to participate.

Newest of educational tools...the Sound System

IN A WORLD where thought and opinion are so increasingly shaped by radio broadcasting, the school cannot start too early to use *audio* education to develop its students' listening sensitivities and aural discrimination.

And now, Stromberg-Carlson Sound Systems become once more available to help good teachers do an even better job of fitting their pupils for life in the world they must live in. Many schools are already using radio and phonograph as most successful teaching aids in such courses as social science, literature, foreign languages, music, physical education, and other courses.

A modern Sound System in your school not only gives you the superior interest factor of audio education, it also permits the principal to reach instantly any, or every, room in the school without leaving his desk. Your local Stromberg-Carlson Sound Equipment distributor will gladly check with you on the use and/or installation of a Sound System in your school.

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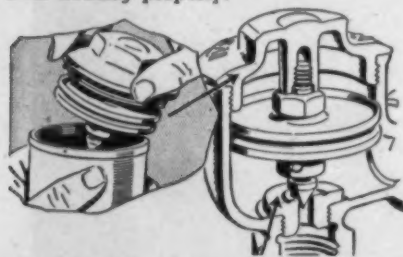
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No need for any building to limp through this winter with a heating system that gives less than satisfactory service—at a cost in fuel and dollars out of all proportion to the quality and quantity of heat delivered.

Start today on a thorough check-up of your heating system. You will find that in most instances repairs and replacements can be made while the steam is on. Examine Radiator Trap Interiors. They may need only a cleaning to assure efficient operation. *Wipe seat and valve clean with a rag dipped in kerosene.* Caution—do not remove trap interior while hot.

If the Valve Piece has been seating properly there will be a noticeable ring on the edge where it contacts the seat. If this ring is not visible or is visible on one side only, the trap is passing steam and a new thermostatic element should be installed. *Replace all worn or nicked seats.*

Permanently expanded thermostats should be replaced immediately. They keep traps shut and prevent radiators from heating properly.



Webster Traps can be repaired in a few minutes—right on the job without disturbing piping connections. Here's what to do: Remove cap with monkey or cap wrench. Install new seat. Screw new Webster Trap Attachment into original cap after inoperative assembly has been removed. We furnish instructions and lend any special tools required.

The Webster General Catalog gives dimensions, capacities and cut-away views of all Webster Equipment. Address your request to the nearest Webster Representative or write direct. Address Dept. AS-11.

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School Administration in Action

AMES HIGH SCHOOL CAFETERIA PLAYS IMPORTANT PART IN SCHOOL PROGRAM

The Ames High School cafeteria, at Ames, Iowa, was managed during the school year 1944-45 by the institution management class of Iowa State College. A total of 40 students were enrolled in this class, and the course carried four quarter hours of college credit, given primarily for home-economics education majors. Each student came to the high school twice each week for three hours. The work included two hours of discussion and lecture work each week, given at the college.

During the year the college students made work plans, wrote menus, purchased food materials, prepared the food, and served it. They were required to maintain high standards of cleanliness and sanitation, to prepare inventories, keep records, and keep well within their monthly budget.

The average daily student and teacher customers served in the high-school cafeteria ranged from 129 in September to 154 in December. The average amount spent per person for lunches ranged from 19 to 25 cents.

To help conserve and preserve food, the cafeteria canned 350 quarts of food. This made it possible to serve a nutritional balanced lunch, as well as to give greater variety in food for the students.

The cafeteria served all clubs and organizations within the school. The service ranged from a simple dessert or tea for a few persons, to a three-course dinner for 150 people. Community clubs and organizations were served whenever possible. A total of \$754 was added to the cafeteria fund through its service to nonschool groups.

It has been the policy of the Ames High School cafeteria to play an important part in the educational program of the school. In the regular furnishing of nourishing noon meals, the cafeteria helped to combat malnutrition and to maintain student health and vigor essential to the success of the teaching program. It also offered an opportunity to combine classroom teaching with the interests and experiences of students centering around food. It provided a means of informing the community on the food service feature of the school and gave some training in the nutritional needs of students through that interest.

SCHOOLS AND ROAD ENGINEER CO-OPERATE

At Nevada, Mo., the board of education, in September, 1945, held a dinner at the Mitchell Hotel for the members of the Center Township Road Committee, and the road engineer was invited.

Following the dinner, Supt. J. J. Vineyard presented a map showing the roads over which the school buses will travel during the school year 1945-46, and discussed the conditions found at certain points during the muddy season.

The road committee promised the board of education to co-operate in improving the roads and to get the bad spots ready for all weather use for the school buses. The committee retained a copy of the map for reference.

SCHOOL TRANSFERS AND PREJUDICE

The board of education of Asbury Park, N. J., has adopted a resolution which seeks to affirm the bylaws relating to school transfers, and to designate the schools into which children shall be admitted. The rules with respect to school zones have been clarified to insure fair and impartial treatment for all in the application of the rules.

Under the rules, no transfer will be granted by reason of religion, national origin, color, or socio-economic status, or in any case where prejudice is the motivating factor for the request for a transfer. In case a transfer is granted by the superintendent, such transfer will expire at the end of the school year for which it is granted,

and the application must be renewed the next year.

The board reserves to itself the right to grant a transfer to any pupil for any reason other than those cited in the rules, which the board may deem for the best interest of the pupil and the schools.

SCHOOL ADMINISTRATION

► Worcester, Mass. The school board has set the hours at the four senior high schools from 8:10 a.m. to 1:15 p.m., which reduces the senior high school day by forty minutes. During the last school year the high schools closed at 2:00 p.m. The change was effected by eliminating swimming from the school day and by adopting single periods for gymnasium work.

► Davenport, Iowa. The school board has approved a plan for curriculum revision in the fields of English, social studies, science, and industrial arts. A rule for budgeting of extracurricular activities has been adopted and a ticket plan for penny milk in elementary schools has been set up.

► Iowa City, Iowa. The school board has abolished midyear entrances and promotions, which means that all pupils will start school in the fall. The plan will become effective gradually so that present pupils may finish their schooling without loss of time.

► Syracuse, Neb. The school program has been revised to include physical education for boys and girls from the fourth to the twelfth grades. A homeroom system has been introduced which includes instruction in guidance.

► Chandler, Okla. The school board has ruled that no child who will be six years old after January 15 will be permitted to enroll in the fall. The rule was made to protect the school, which does not receive any money for children in school who become six after November 1.

► Wauwatosa, Wis. The school board has set the tuition rates at \$3.88 per week in grades nine to twelve, and at \$3.04 per week in grades below the ninth.

► Amarillo, Tex. The school board has set the tuition rates at \$8 per month for grades one to eight, and \$8.50 per month for grades nine to twelve.

► Warren, R. I. The high school cafeteria was reopened this fall, after being closed for two years. Lunches are being sold at cost to all pupils. The Federal Government provides nine cents for food for each meal. Of the total cost of 15 cents for each meal, 10 cents goes to the state department, and five cents is retained by the school department for equipment.

► Newport, R. I. The school board has been asked to co-operate in a plan for a study of tuberculosis in the junior and senior high schools with X-ray examinations later in the year. The plan received its impetus from the board of health and the Newport Medical Association.

► Storm Lake, Iowa. Supt. A. R. Block and the school faculty are promoting a plan for an adult education program and an open forum on topics of vital interest. The meetings will be led by competent recognized authorities.

► The Georgia State Board of Education has approved new regulations governing the schools of the state. The first is that the minimum school day for teachers and students must consist of five hours of an organized school program, exclusive of recesses and lunch periods. The rule affects the length of the day for children in the first and second grades. A second regulation provides that all nine months' schools must operate not less than 175 days. Compulsory school attendance is provided for all children of the state between 7 and 16 years.

All rural schools are now placed under the control of the county board of education. District debts or surpluses will be handled by the county boards of education, which are authorized to levy taxes of not less than five mills nor more than fifteen mills for maintenance purposes.

All teachers must report at their schools one week in advance of opening and remain for a similar period at the close of the school year.

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Teachers' Salaries

NEW ATHOL SALARY SCHEDULE

The board of education of Athol, Mass., has adopted a new salary schedule applicable to elementary and high school teachers, and providing salary increases to become effective with the opening of the school year in September, 1945.

Under the schedule, elementary teachers will be given salary increments of \$100 a year up to \$1,500, and then \$50 a year up to the maximum. Men high school teachers will be given \$100 a year up to \$1,800, and then \$50 a year until the maximum is reached. Women

teachers will be given \$100 a year up to \$1,600, and then \$50 a year until the maximum is reached.

Family allowances are provided for married men teachers. For a dependent wife \$100 will be paid; for each dependent minor child, \$50; and the maximum allowance is \$200. Allowances are paid in January and July.

The maximum salary in any teaching position, including the basic salary, plus extra compensation, may not exceed \$2,700.

Salary increases are not automatic. They are paid on the basis of the classification which includes (1) organization of work, (2) orderly procedure in recitation and study, and (3) technique of teaching and influence of the teacher on the group, (4) a satisfactory plan book, (5) satisfactory management of the

classroom, and (6) evidence of professional spirit.

PARMA RAISES TEACHERS' SALARIES

In April, 1945, at the recommendation of Supt. Carl C. Byers, the board of education of Parma, Ohio, took the final step in increasing teachers' salaries as planned in 1942. This increase amounted to 25 per cent of the original salary level of 1941 and closed the differential gap between the base salaries paid originally and the maximum salaries planned under the long-term program of salary adjustment.

An important step in the program was taken on May 23, 1944, when a single-salary schedule was adopted. The 100 per cent goal was attained on April 24, 1945. The granting of the increases means that more than \$36,000 have been distributed in increases to the teaching staff since 1942. Due to teaching staff changes, additions, and nonrecurring cost-of-living adjustments, the total increases have amounted to more than \$36,000. The increases to date have been made possible through savings and economies effected out of current funds. The first increase of one sixth was given in January, 1942, and the final one of one fourth was presented in April, 1945. In all, a total of five increases were given during the period.

ERIE SALARY SCHEDULE

In August, 1942, the board of education of Erie, Pennsylvania, adopted a single-salary schedule for all classroom teachers. This was a base schedule, to which special wartime increments were added.

During the biennium from July 1, 1943 to and including June 30, 1945, the state of Pennsylvania added sufficient funds to be distributed by the Department of Public Instruction to provide annual increases for all professional employees.

Group I—\$1,000 to \$1,099 per year was given increments of \$300 per year; Group II—\$1,100 to \$1,499 per year, increments of \$250 per year; Group III—\$1,500 to \$1,900, increments of \$200 per year; Group IV—\$2,000 to \$2,999 per year, increments of \$150 per year; Group V—\$3,000 to \$3,499 per year, increments of \$100 per year.

The board extended the provision of the state program to all school employees for the year 1944-45, including those receiving less than \$1,000 per year in Group I, and those receiving more than \$3,499 per year in Group V. In addition, the local district continued the special temporary annual increase of \$100 for each school employee.

The salary budget for 1945-46 has been estimated on the basis of two factors: (1) a continuance of state increments through another biennium, and (2) a continuance of the local temporary increment of \$100 for all employees, and an additional temporary increment of \$100 for employees receiving less than \$3,000, exclusive of other increments.

WILMINGTON SALARY SCHEDULE

The board of education of Wilmington, Del., has adopted a new salary schedule, which went into effect in September. The new schedule is a single-salary schedule, providing minimum and maximum salaries. Teachers with two years' preparation will be paid a minimum of \$1,250 and a maximum of \$2,500; those with three years' preparation, a minimum of \$1,350 and a maximum of \$2,600; those with a bachelor's degree, a minimum of \$1,680 and a maximum of \$2,900; those with a master's degree, a minimum of \$1,900 and a maximum of \$3,100.

TEACHERS' SALARIES

► Missoula, Mont. The school board has adopted a new salary schedule for elementary teachers, which provides a minimum starting salary of \$1,700 for those with a two-year normal training, and increasing steps for each quarter of training up to \$2,000 for an M.A. degree. Annual increments of \$50 are provided for ten years, which insures a maximum of \$2,500.

School Finance and Taxation

EL PASO SCHOOLS APPROVE PAY-AS-YOU-GO PLAN

The patrons of the public schools of El Paso, Tex., take pride in their judgment for choosing trustees to conduct the affairs of the schools. Many instances of efficient service could be cited but one speaks for itself as outstanding.

Prior to 1937, the school board followed the general plan of issuing long-term bonds, which required huge sums of money in interest as well as principal.

In 1937, the board adopted a pay-as-you-go plan for all buildings and improvements. The patrons supported the plan and also approved the tax rate increase voted in April, 1945. Since the plan has been in operation buildings, grounds, and improvements have been paid for "cash on the barrel head," with no interest and principal payments carrying on after the building is worn out. Notable among these are the additions to the Austin Senior High School and the Austin Junior High School and additions to the Bowie High School. Some government aid was received to support local funds for this construction.

NORFOLK SCHOOLS REDUCE INDEBTEDNESS

The public schools of Norfolk, Nebraska, have cut their bonded indebtedness from \$604,000 in 1935, to \$16,000 in 1945.

The board voted to retire \$15,000 in bonds due Oct. 1, 1947, which have been obtained from the holders. The board reported that besides the \$16,000 to pay off, the remainder of the bonded debt, the board has more than \$50,000 in its building fund.

SCHOOL-BOND SALES

During the month of September, 1945, bonds in the amount of \$6,471,100 were reported for permanent school improvements. Sales in California amounted to \$1,443,300; in Minnesota, to \$946,000; and in Texas, to \$1,740,000.

There has been a distinct increase in the interest rate for municipal bonds. As of September 30, the rate for sales of larger city bonds was 1.72 per cent.

During the month of September, short-term and refunding bonds were sold, in the amount of \$2,237,500.

SCHOOL-BUILDING CONTRACTS

During the month of August, 1945, contracts were let in 11 states west of the Rockies, for 19 new school buildings, at a cost of \$1,437,910. Additional projects in the number of 58, to cost an estimated \$5,040,880, were reported in preliminary stages.

Dodge reports that in 37 states east of the Rocky Mountains, contracts were let in August for 242 educational buildings, to cost \$11,070,000.

FINANCE AND TAXATION

► Racine, Wis. The school budget for the year 1945-46 calls for a total of \$1,450,952, which is an increase of \$10,000 over the estimate for last year.

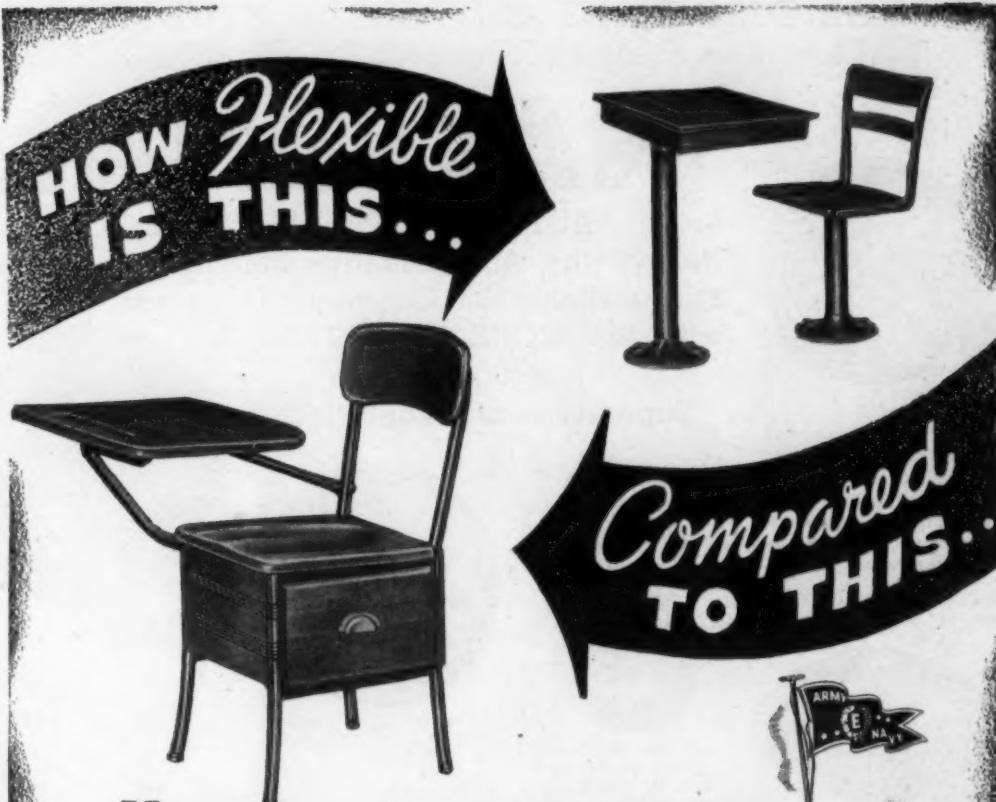
► Amarillo, Tex. The school board has voted to invest \$750,000 in 7-8 per cent government certificates. The budget for 1945-46 calls for an expenditure of \$1,009,000.

► East St. Louis, Ill. The school board has adopted a budget of \$1,636,318 for the school year 1945-46.

► Stanford, Conn. The school board has adopted a budget of \$1,700,528 for the school year 1945-46.

► The Orleans Parish school board at New Orleans, La., has adopted a budget of \$6,673,772 for the school year 1945-46. The budget includes \$4,392,954 for teachers' salaries.

► Milwaukee, Wis. A total budget of \$11,840,328 has been approved by the finance committee of the board of school directors for the year 1945-46. The education fund calls for \$9,578,560, which will call for a tax levy of \$6,445,232.



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NEBRASKA SCHOOL CHANGES

The Legislative Council of Nebraska has recently received a report presented by Dr. Roger V. Shumate, director of council research, which reveals a decline in enrollment, unequal distribution of funds, and wide variation of wealth among the several counties of the state.

The study points out that Nebraska ranks third among other states in expenditures per classroom unit and 45th in the amount of state aid. However, the state ranks above the national average in total income expended for education.

Enrollment in Nebraska schools, which reached a peak of 330,623 in 1923-24, has declined gradually until in 1943-44 the total enrollment was down to 236,589. This situation has been traced to a declining birthrate and to the movement of

people out of the state to other areas, particularly to the Pacific Coast.

Public school expenditures in the state reached a total of \$31,200,000 in 1925-26. During the depression low the total was \$17,743,000 and ten years later it had risen again to \$23,845,000. Wide variations exist in wealth among the several counties. Cherry County, the richest district, had 108 times as much taxable wealth as the poorest district.

The report found that children enter the schools at an earlier age than in most states, and continue in school longer. The median educational attainment in Nebraska, as determined by school attendance, is 8.8 years, as compared with a national median of 8.4 years. In the number of children reached and in years of instruction per child, Nebraska schools rank high.

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School Board News

► St. Louis, Mo. The rules committee of the school board has suggested that the antipatronage rule be repealed. The committee has also asked that the board meetings be opened to the press and the public. A majority of the board members would be permitted to vote for an executive session.

► Birmingham, Mich. Maintenance workers of the board of education have been placed on a 44-hour week. The clerical staff will not work on Saturdays, cutting their work week to 40 hours.

► Barrington, Ill. The school board has received a report on a survey of the city and county schools. The survey, begun in the fall of 1944, was conducted by a staff of 24 members. It contains 32 recommendations, of which the main suggestion is for a new community high school, and a reorganization of the school system.

► Stephenson, Mich. The township board of education has accepted a donation of \$10,000 from Dr. Edward Sawbridge, a citizen, for the development of recreational facilities. The money is to be placed in a war memorial fund and held in trust by the board. The proposed development will provide a 12-month recreational program for the youth and adults of the county.

► Lansing, Mich. The school board has approved plans for a reorganization of the business offices, as suggested by Lynn Kosht, business manager, which is expected to save \$2,300 per year. Under the plan, it is proposed to set up the business office under the direction of an office manager, with a bookkeeper, secretary, payroll clerk, and two additional clerks.

► Bloomington, Ill. The board of education has voted to continue the enforcement of a rule that children must attend the schools in their districts. Supt. George N. Wells urged that no

exceptions be made in individual cases on the basis that special consideration would be unfair to the majority.

► Oklahoma City, Okla. The board of education has employed Dr. Willard S. Elsbree, of Columbia University, to undertake a study of teachers' salaries. The board plans to make salary adjustments among teachers and to equalize uneven salaries for teachers doing similar work.

► Western Springs, Ill. The board of education of District 101 has voted to continue the present "split-grades" setup in the Franklin School for the present school year. The system which has been in force throughout the school during the past school year, had been criticized by a committee of citizens who charged that the work of the children was being hampered. The board rejected four proposed alternative solutions because they did not seem to meet the need.

► The School of Education of Indiana University, at Bloomington, Ind., has been asked to conduct a survey of the city school plant at Bedford. The board has employed the firm of McGuire and Shook, of Indianapolis, to prepare plans and specifications for new school buildings.

► The Massachusetts Supreme Court, in a ruling given on September 17, holds that substitute teachers are not on tenure and that they do not come within the meaning of the statute in so far as teachers are concerned.

The ruling was given in a suit brought by four regularly employed substitutes, who sought to gain life tenure in the schools since they had served the necessary probationary period required of permanently elected teachers. It was pointed out that the four substitutes were not elected for further service after the probationary

► Norwalk, Conn. The school board has adopted a rule prohibiting the use of the city schools as meeting places to teach specific religious beliefs.

► Peoria, Ill. A survey of the organization of the board and the administrative setup has been

begun under the direction of Dr. William C. Reavis, of the University of Chicago; Dr. H. E. Akerly, of Rochester, N. Y., and Herold Hunt, of Kansas City, Mo. The survey will include rules and regulations, procedures of the board, secret sessions, business management, and administrative offices.

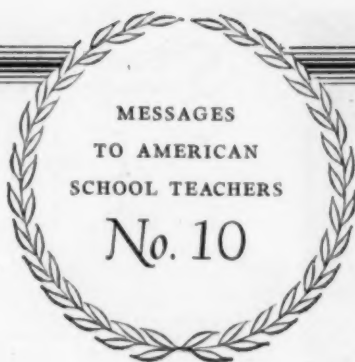
► Minden, Iowa. The school board has installed two germicidal lamps in the primary room to protect the health of the children.

► Marinette, Wis. The school board has approved a proposal to adopt the Wisconsin Interscholastic Athletic Association plan for accident insurance for pupils. The cost which is based upon last year's enrollment of 2,400 pupils will amount to \$240. The plan will cost each pupil ten cents and will provide financial aid in case of accident.

► Dr. D. J. Rose, of Goldsboro, N. C., has been elected president of the North Carolina State School Board Association. Other officers elected were: J. A. Overton, Sanford, vice-president, and J. Temple Gobbell, Chapel Hill, treasurer.

► Davenport, Iowa. The board of education has approved the granting of diplomas to veterans and other adults whose educational programs have been interrupted. Under the rules, any person who desires a diploma must fulfill the legal requirements of one year of American history and one-half year of civics, and must present evidence of competence either through the test of General Educational Development, or by other means satisfactory to the school staff. The board has approved new tuition charges of \$17 per month in the high school and \$10 per month in the elementary schools.

► Atlanta, Ga. The Fulton County and city of Atlanta boards of education have discussed plans for a million-dollar vocational school building, to be open to all persons over 16 years of age. An effort is being made to obtain federal funds for the school.



"Living Backgrounds" for Class Discussion

NEARLY SIXTY-FIVE YEARS AGO, in the busy little river town of Prescott, Wisconsin, seven high school boys pioneered, for those parts, in a way of keeping pace with happenings in history and American government. At the suggestion of their teacher, each of them subscribed for the weekly edition of the New York Tribune, and for three years they used it as supplemental study material.

One of these boys, John Callahan, himself took to teaching, and now is Wisconsin's State Superintendent of Public Instruction, an office he has held for twenty-five years. In the long stretch since his graduation he never has forgotten what that New York newspaper meant to him and his classmates.

"It widened our view of what was going on in our own and other lands," said Dr. Callahan recently. "It gave us a sort of 'head start' on events, achievements and discoveries which, however important, couldn't be included in textbooks for several years, at least. It supplied a lot of good reading, and no end of material for hard-fought debates.

"Of course, we had to dig out for ourselves the articles that would best serve as live aids in classroom and forum. That's where today's students have a decided advantage. In the Reader's Digest intelligently sifted reappings from all fields of human endeavor are presented in a manner which makes them almost 'living backgrounds' for classroom discussion of affairs and trends. Briefly, clearly and in admirable English, these varied subjects are so entertainingly handled that they not only hold one's interest, but prompt a desire to learn more about them.

"The Digest is a continuing and impartial 'diary' of the American way of life and the actual workings of our democracy. At a time when world welfare is to be so influenced by our course here at home, its value as an aid to the teaching of good citizenship increases the need for its use in our schools. The next few years will call for high loyalty to the ideals for which so many of our youth have suffered and died, and I feel that teachers will find this little magazine most helpful in guiding their classes to the kind of citizenship these heroes have so nobly typified."

The Reader's Digest

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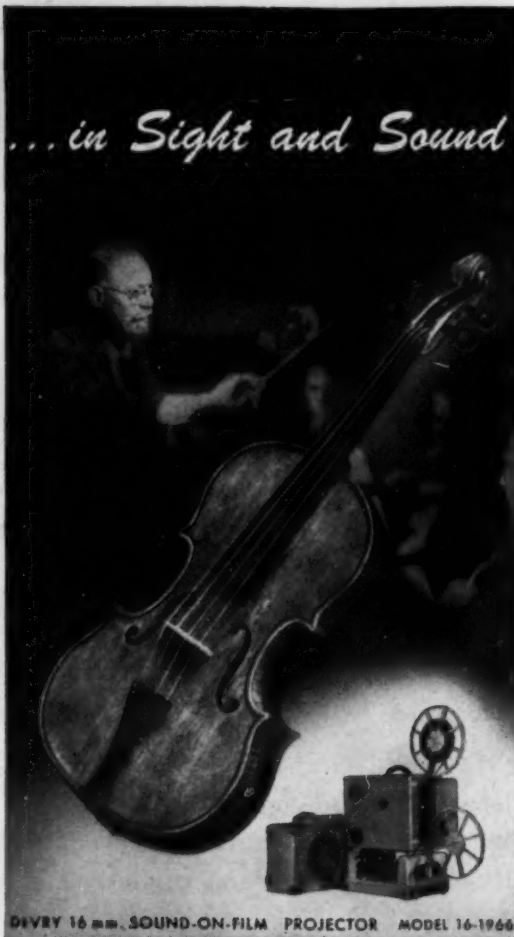
TRUE ARTISTS know that the "sweet singing" tone qualities of a Stradivarius are not produced by the musician's skill alone... that it is the *designing* genius, the superb *workmanship* and the master *craftsmanship* of Antonio Stradivari that makes this violin the *perfect* instrument—that endows it with *completeness* of tone and finish never since excelled.

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WHAT EDUCATION DO VETERANS WANT?

(Concluded from page 39)

be given full credit when the work is of a nature similar to some other work in that particular school to which they make application. Some of them contend that they should be permitted to enter college as probationary students and be given a year's time to prove or disprove their worthiness to remain. Almost everyone was in agreement that the number who return to college will depend upon the economic situation. If they can get good jobs the masses of veterans will begin work immediately. If such jobs are not available, they will continue their work in secondary schools and colleges, or pursue trade courses in me-

chanics, electricity, or other vocational work to help them make the transfer from the army to civilian life.

PERSONAL NEWS

- J. C. BICKLEY has assumed his duties as superintendent of schools at Branchville, S. C.
- THOMAS H. JONES has accepted the superintendency at Canova, S. Dak.
- C. J. BYRNE, former superintendent of schools at Ottawa, Ill., died at Fresno, Calif., on September 14.
- J. E. LIGHT, of New Hartford, Conn., has accepted the superintendency at Rushville, Ind. He succeeds L. A. Lockwood.
- The board of education at Bedford, Ind., has reorganized with A. C. VORIS as president; R. A. TINDAL as secretary; and RALPH CARMICHAEL as treasurer.
- JAMES SHERIDAN has taken the superintendency at Vassar, Mich.
- DR. GUY T. BUSWELL, of the University of Chicago, has been employed as special reading consultant at Clayton, Mo.

School Administration News

► The Radio Council of the Chicago public schools has started its eighth year of service, with a full school-day schedule on its own station WBEZ, and with ten programs on Chicago stations. Programs have been arranged to cover age levels from the kindergarten through the high school and will offer programs of interest to parents of children. The subjects include literature, history, civics, social studies, world neighbors, sports, geography, and other subjects.

Teachers' handbooks for each of the major in-school broadcasts have been prepared and distributed to all Chicago schools.

► The summer schools of Detroit, Mich., this year had in excess of 25,000 pupils, the greatest number since 1933. The enrollment has grown from 3500 in 1933 to the highest figure ever reached by the schools that were free before 1933. A total of 500 eighth graders, 600 ninth graders, and 700 twelfth graders were graduates from the summer school. The amount appropriated for summer schools for 1945-46 was \$300,000.

► Lincoln, Neb. At the suggestion of Supt. M. C. Lefler, the school board has adopted a new leisure-time program, providing play, recreation, and physical activities for all junior high school classes after school is out. The program which provides opportunity for profitable use of leisure time, seeks to increase skills in games and sports and to promote co-operation through team play. No contests are planned but comparative competition is made possible by the keeping of records of attainment.

► Pittsfield, Mass. The Polish language will be taught in the high school this year. Under a state law, Polish may be taught in any high school upon the written request of 25 parents of school-age children.

► Lynn, Mass. The school board has established a "core" program, under which courses will be offered giving students an adequate background toward higher certification. The curriculum enables those lacking sufficient points for a diploma to take the required studies to make up the needed credits.

► Rockmart, Ga. A two-year work-and-study course has been inaugurated in the schools, giving boys and girls opportunity to gain practical experience while completing their high school work. Pupils spend one-half day on the job and the remaining half in the classroom.

► Chicago, Ill. New television sets have been installed in the Lake View High School and the Goudy elementary school. The television programs will be adapted to different age groups and will tie up with special studies.

► Fitchburg, Mass. The school board, in acting on a request of the women teachers, has granted a \$200 increase in salary to these teachers, effective at the start of the present school year. The increase reduces the differential between men and women teachers from \$600 to \$400.

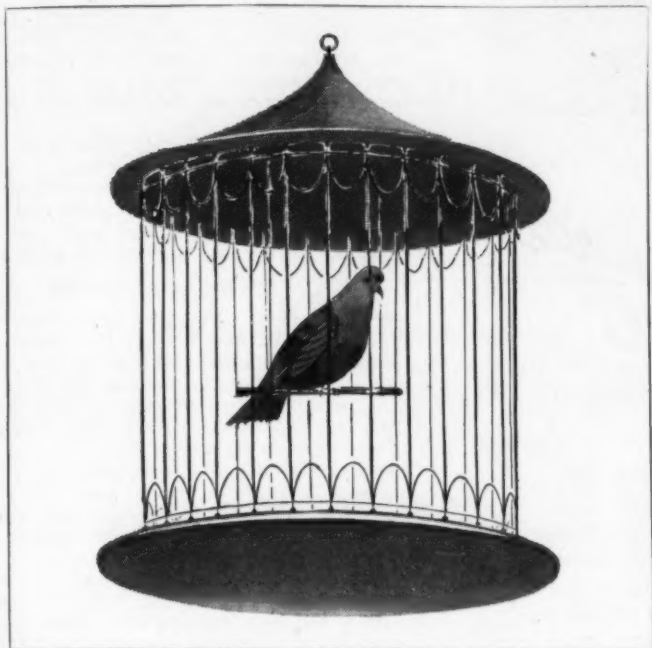
► North Providence, R. I. The school board has voted to increase the maximum salary of high school department heads from \$2,000 to \$2,300.

► Columbus, Ga. The board of education has begun plans for a school-building program, to include the construction of a new white elementary school. Plans have also been made for a beautification program for the school grounds, to include cleaning, renovating, and planting.

► University City, Mo. The school board has approved plans for a new school-building program, to involve a cost of \$1,200,000. It is planned to begin construction work next summer.

► Milwaukee, Wis. The board of education committee on buildings has suggested a repair fund budget of \$985,000 and a 6/10 mill tax levy to provide \$529,000 for the school building fund.

EDUCATION IS NOT A DESTINATION . . . IT IS A JOURNEY . . . ALWAYS, WE ARE EN ROUTE



Isolation

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Transportation

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Air-Age Education Research

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THE NEWARK POSTWAR SCHOOL-BUILDING PROGRAM

The board of education of Newark, N. J., has decided to begin without delay plans for a postwar building program, aimed at improving the physical plants and facilities of the Newark public school system. A program outlined by Mr. John S. Herron, superintendent of schools, and recently presented to the board, will provide for the physical improvement of the school plant. The recommendations are based upon a three-year continuous study by the central office staff and a principals' committee as a follow-up of the Columbia University survey of the schools.

Projects Recommended

1. *Central Commercial and Technical High School.* Starting in February, 1946, it is suggested that all 9B technical students be transferred from Central High School to present junior high schools and to one junior high school to be established

in the Webster Street School. The four first-floor shops will be converted into a cafeteria to seat 500 students. Transfer the accredited evening high school from the Barringer High School to the Central High School. Provide studio and control room for board's radio station on the fourth floor when the cafeteria is vacated. Estimated cost, \$55,000.

2. *East Side Commercial and Technical High School.* It is suggested that the present auditorium be converted into four classrooms. Additional land is to be acquired near the present building on which to construct a cafeteria to seat 500 students, a gymnasium, and an auditorium to seat 700 to 800 persons. Estimated cost, \$240,000.

3. *Arts High School.* It is suggested that a two-story addition be erected at the rear on the present playground, to provide a cafeteria to seat 350 students, and a gymnasium. Estimated cost, \$100,000.

4. *South Side High School.* It is suggested that a two-story addition be erected on the south side of the building to provide (a) a cafeteria to seat 500 students, (b) a gymnasium, locker room, and teachers' rooms, and (c) a health office. Estimated cost, \$145,000.

5. *Cleveland Junior High School.* It is suggested that a two-story addition be erected on the southern side, to provide a girls' gymnasium and a cafeteria; and to purchase adjoining property to provide for playground. Estimated cost, \$150,000.

6. *Webster Street School.* This school would be converted into a junior high school to relieve the Central High School. Plans provide for an enlarged cafeteria and a gymnasium, at an estimated cost of \$75,000. The total cost of construction for the six structures will reach \$765,000.

BOARDS OF EDUCATION

► **Tulsa, Okla.** The school board has increased the salaries of five top-ranking school officials, including the superintendent of schools. The salary of the business manager was fixed at \$5,200; assistant superintendents at \$5,400 and \$5,700; the superintendent at \$9,000; and the general auditor at \$4,500.

► **Nevada, Mo.** The board of education, through a salary schedule adopted two years ago, has provided increases which raised the pay roll 25 per cent during the period of 1943 and 1944.

Upon recommendation of Supt. J. J. Vineyard, a series of new pupil personnel accounting records has been evolved as a result of a study made by a committee of members of the school staff. Forms used by teachers are numbered 101, 102, etc. Forms for high school use are numbered 200, etc. Forms for the elementary schools are numbered 300, etc. Each form has been carefully outlined and a copy is filed in the school office.

► **San Francisco, Calif.** The board of education has readopted the provisions of the previous salary schedule concerning the amount to be deducted for absence due to illness. The board will continue to absorb \$2.50 of the amount paid to the substitute. Elementary teachers will have \$5 per day deducted from their salary for substitute teachers. Junior high school teachers will have \$6.50 deducted, and senior high school teachers will have \$6.50 deducted. The deduction is effective from the sixth day of absence due to illness, to and including the end of the fifth school month.

The state legislature has adopted a provision that teachers will in addition receive five days' sick leave per year, cumulative for five years, making a total of 25 days' sick leave without any deduction of salary.

► During the summer vacation period, a maintenance crew of 16 men worked on the school buildings at Nevada, Mo., making repairs and installing new equipment. The board is carrying out a three-year program for interior decorations, one third of the work being done each year. The first leg of the new cycle was completed during the past summer. The foods room was changed to a vocational home-economics room during the summer, and new equipment adapted to the space and needs was installed.

► The school board at Westport, Conn., has begun plans for an addition to the Staples High School, which will provide eight classrooms, a music suite, an auditorium, and a double gymnasium.

► **Neosho, Mo.** Plans have been started for a new school-building program, to include a junior college, and to cost a total of \$250,000. The plan calls for a six-four-four plan or organization, with four years of junior high school, four years of senior high school, and two years of college work.

► **Spencer, Iowa.** The school board has appointed a committee of four to make a three-day trip to near-by cities to study their school plants. The board is making plans for a sound educational program, to include facilities for physical education and vocational training.

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First 16mm School Sound-Films To Be Released As Part of Young America Films' Complete Visual Instruction Service*

1. We, the Peoples: (A documentary film)

A thoughtful exposition of the struggle of man for peace and an explanation of the United Nations Charter and the organization which it forms. The film discusses the chief points of the Charter and the functions of the various committees and administrative offices.

2. Our Shrinking World: (A documentary film)

A challenging discussion of how time and distance have been circumvented through modern methods of transportation and communication.

3. Johnny's Day: (Primary Grades)

Follows an average American boy through a typical day's activity, showing when he rises, how he dresses himself, eats his breakfast and follows his daily routine until he goes to bed. Designed to help orient the primary grade child to his childhood environment.

4. Federal Government: (Junior High)

Analyses the three branches of our national government and shows how they function separately and as an integrated unit.

5. State Government: (Junior High)

Describes the component parts of the State government and explains their major functions and operations.

6. Techniques of Typing: (Junior High)

A beginning film which shows the student how the proper approach and basic techniques will help achieve speed and accuracy in typing.

7. Typing Techniques: (Senior High)

An advanced film to demonstrate to students how they may achieve maximum efficiency in the use of the typewriter.

8. Map Study: (Elementary Grades)

Prepared to help the Elementary school student understand what a map is and what meanings are behind the conventional symbols he must learn to understand.

9. Everyday Health Habits: (Primary Grades)

Demonstrates and discusses the fundamental principles of personal hygiene and the fun of following health rules.

10. What Numbers Mean: (Primary Grades)

A film which develops the concept and meaning of a number, using actual experiences, concrete objects and relationships shown by animation.

11. Keeping Fit: For Boys (Senior High)

A demonstration of simple exercises

and sports that will develop and maintain proper physique and good health.

and sports that will develop and maintain proper physique and good health.

12. Keeping Fit: For Girls (Senior High)—Demonstrates and explains recreational exercises and sports which develop posture and poise as aids to good health.

13. Safety at School: (Primary Grades)—A film that shows the actual safety experiences of a primary grade child on his way to and from school. Primarily designed for the purpose of teaching street safety.

14. Safety at Home: (Elementary Grades)—Points out the fun of living safely by showing how safe living in the home is a matter for all members of the family.

15. Safety at Play: (Primary Grades)—Designed to promote safe conduct of play activity and demonstrating the necessity of safe conduct among children in group activities.

*For full details of Young America Films' complete new Visual Instruction Service, see the October issue of this magazine.

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2. OUR SHRINKING WORLD

3. JOHNNY'S DAY

4. FEDERAL GOVERNMENT

5. STATE GOVERNMENT

6. TYPING TECHNIQUES (Junior High)

7. TYPING TECHNIQUES (Senior High)

8. MAP STUDY

9. EVERYDAY HEALTH HABITS

10. WHAT NUMBERS MEAN

11. KEEPING FIT (For Boys)

12. KEEPING FIT (For Girls)

13. SAFETY AT SCHOOL

14. SAFETY AT HOME

15. SAFETY AT PLAY

AS-11

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A PROGRESSIVE SCHOOL BOARD

In April, 1943, the school board of District 126, Granite City, Ill., under the direction of Supt. Wensel L. Brown, began the development of a policy of greater community and educational service, higher salaries, and a democratic form of employee participation in personnel.

In conjunction with the high school board, the board employed a director of curriculum for socially maladjusted and delinquent children. The service of a co-ordinator of youth services for the local community was obtained.

A film-strip library was established, in addition to a well-developed library of supplementary readers.

Plans have been made for the employment of a speech director and a teacher of the mentally handicapped.

The board has increased the annual salaries of employees from \$178,000 to \$219,000, with a salary schedule to be developed by the employees and the board, and to become effective in September, 1946.

A nursery school for working mothers has been established and is in operation.

The board is completing the third year of a program of school-building improvement and equipment. Fluorescent lighting has been introduced in the classrooms of one entire school. The board is at present considering the addition of another gymnasium, four classrooms, and a cafeteria for the present junior high school.

SPECIAL STUDIES

► LaJunta, Colo. Vocational education work has been started by adding diversified occupational training and placing home economics on a vocational basis. The junior college provides special courses for G.I. boys from the LaJunta Air Base. The establishment of night classes permits these boys and WACS to do some college work.

► Superior, Wis. The school board has voted to add a blanket increase of \$25,740 to the 1946 budget for teachers' salaries. An emergency increase of \$16,087.50 was added to this item, which will bring the emergency increase of all teachers up to the \$300 level given engineers.

► Kenosha, Wis. The board of education has considered a new plan of centralized service for visual education, which will cost the schools \$3,000 annually for the next five years.

► Belleville, Ill. A junior college has been opened, which will offer academic, commercial, and vocational subjects. The college will be housed in the high school buildings.

► Bellevue, Neb. A system of released time for religious education has been adopted by the board of education. Pupils from the seventh to the twelfth grades will be given an hour each Thursday morning to attend instruction periods at the church of their choice. Five churches are participating in the program which is purely voluntary but requires the approval of the pupils' parents.

► Norwood, Mass. The school board has ordered that the high school return to the six-period schedule, effective with the opening of the present school year. The periods will be 60 minutes long, and at the close of each there will be ten minutes of supervised study.

► Gloucester, Mass. The school board has voted to begin a guidance survey in the schools during the present school year. The survey will check on records and tests, determine needs, make recommendations, and tentative proposals to the board. The cost will be limited to \$500.

► Sioux City, Iowa. Boys who left school to enter the armed service will have every opportunity to complete their work and to receive vocational training, under a new plan proposed by the board of education. The students will be in special groups in which the individual needs will be the basis of instruction and each man will be permitted to go as rapidly as he may desire. In some cases, individual tutors will be provided.

Former students who had made no decision as to their future work, will be given opportunity to learn one of the several trades through the vocational training program. Classes will be formed as rapidly as the need arises.

► Falmouth, Mass. The junior and senior high schools are operating this year on a six-six plan, which is a consolidation of the two schools in one unit. Formerly the Henry Hall Junior High School and the Lawrence High operated as separate units. Mr. Russell B. Marshall is principal of the schools.

► During the school year 1945-46, the board of education of Westport, Conn., will carry on two major studies in school administration. The first involves a study of the development of a plan of democratic school administration. The second will be devoted to a study of the development of a general philosophy of education for schools in the postwar world.

► A new handbook for the guidance of pupils in the high school has been prepared by the high school student council at Nevada, Mo. The booklet was printed during the summer and is now in use in all the junior-senior high schools.

SHORTAGE OF LIBRARIANS

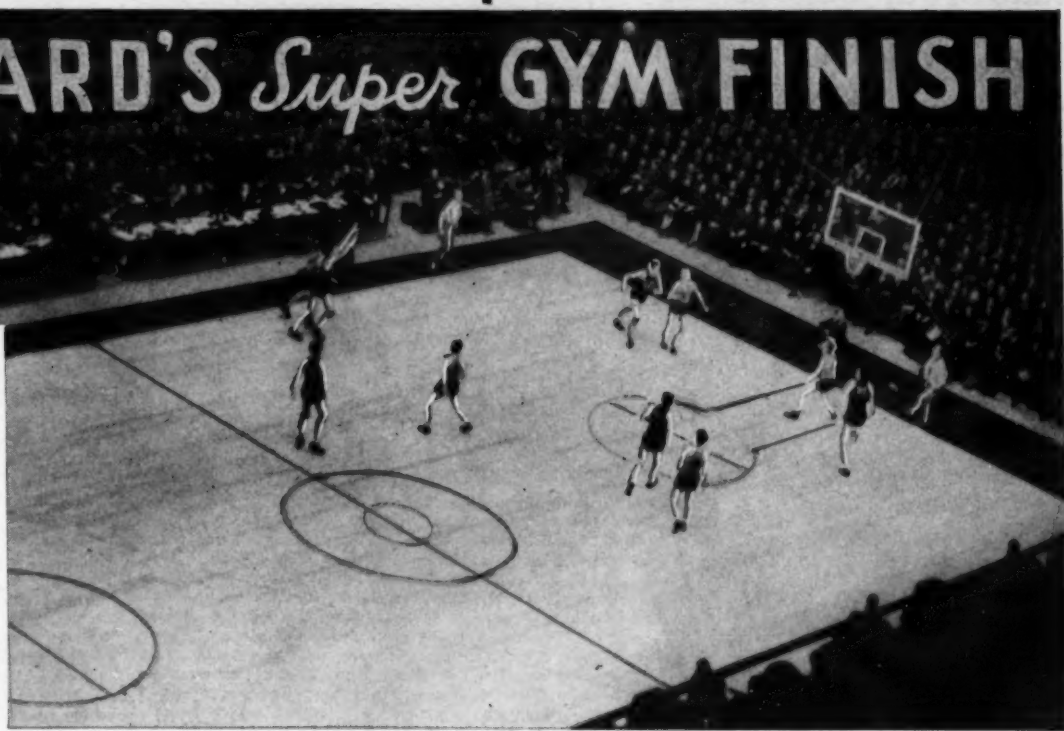
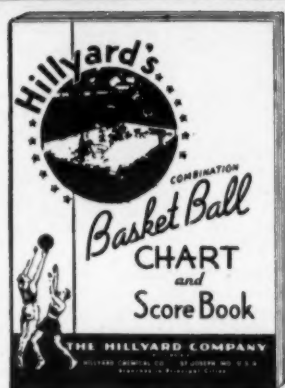
The American Library Association has recently issued a number of public statements indicating that there is at present a shortage of 18,000 trained librarians and that the field of library service offers opportunities for useful careers. The present shortages are among public librarians and particularly school librarians.

BOW MEMORIAL FUND

Tribute to the late Warren E. Bow, deceased superintendent of schools of Detroit, Mich., has been paid by his friends, the pupils and employees of the board of education, with generous contributions to the Warren E. Bow Memorial Fund, which now totals \$10,000. Interest on the fund will be used to pay tuition at Wayne University for worthy students from Detroit high schools.

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School Building News

OPPOSE MAKESHIFT BUILDINGS

Education, the official organ of the British Association of Education Committees (school boards), summarizes in a recent issue, a statement addressed by the Royal Institute of British Architects to six government departments interested in the postwar construction of school buildings. The British architects recommend a significantly higher type of school building than was customary before the war. The summary of the statement reads as follows:

The nation is faced with the biggest school-building problem in its history. Damage by bombing, a five-year stoppage of building, and above all, the consequences of the Butler Education Act have many times multiplied the usual yearly peacetime school-building programme. This unprecedented demand for schools occurs at a time when vast housing needs have a first priority and there is a shortage of skilled labour and of many materials.

The committee's report begins by considering the main points of the problem. It assumes that buildings must be strictly utilitarian, but claims that they need not be dull or ugly. Speed of erection is vital, for which reason pre-war standards of construction and finish will almost certainly have to be reduced at first. It notes that while some materials, such as timber, will be in general short supply for some time, other materials suffer local shortage only. Again, certain other materials, such as steel, are likely to be more readily available everywhere.

The committee, therefore, suggests that all

methods and materials should be used so far as they are locally available. Education authorities should be encouraged to experiment, under the guidance of architects, with methods of construction best suited to local climatic conditions and using materials most readily available to them. Repair and alteration of traditional buildings must in any case be done with traditional methods, but for new buildings a wide range of new methods and materials is open.

The committee deprecates the use of purely temporary buildings as a general policy because temporary buildings have high maintenance costs. A suggested solution is the building of classrooms, cloakrooms, and changing rooms with a permanent frame of steel or reinforced concrete. This frame could at first have utility surfacing materials, to be replaced later with more durable materials when supplies become plentiful again. The assembly hall and administrative rooms would best be built at the outset in permanent form. The re-use of Army huts for schools is rejected as definitely sub-standard, unduly costly, and ugly in appearance.

The report emphasizes the importance of simple yet seemly designs with a full and correct use of color, together with pleasant site treatment by imaginative planting of trees and flower beds. The school is the physical background to the early and impressionable years of a child's life, so that the greatest care and skill should be expended on its design by qualified architects.

The report criticizes the present routine procedure for getting school-building schemes started as being much too slow and complicated. It suggests that the Ministry of Education should explore the possibility of reducing the delays which occur in the acquisition of sites owing to clumsy administrative procedure. It further suggests that the existing system by which an architect has to present his plans for the approval of

several specialist examiners be abolished in favour of a single authoritative examiner. It stigmatizes the present official practice of open advertising of building contracts as being wasteful in time and money, and proposes as an alternative the preparation of local lists of contractors of repute who should be asked to tender. It advises on the rapid training of new entrants to the building industry in the technique of all new methods of construction and in the use of up-to-date machine tools.

BUILDING NEWS

► Peoria, Ill. The board of education has received a progress report from its architects, containing maps and plans for a twenty-year school-building program and providing for the construction of one senior high school, a number of junior high schools, and new elementary schools. The data includes plans for the construction and relocation of buildings into a six-year plan. The report was prepared and issued following a survey.

► The education committee of the Georgia State Agricultural and Industrial Development Board has completed a building survey which reveals serious school plant conditions among the schools of the state. It is estimated that the minimum school-building needs of the state will involve an expenditure of \$83,571,000 during the next seven years. The depression of the thirties and the boom of the war years were given as reasons for the condition of the school plants.

► Old Lyme, Conn. The school board has appointed a committee to study plans for increasing the educational usefulness of the school plant. A broad policy of building control is contemplated in an effort to insure the primary uses for which the buildings are intended, and to encourage community uses which have educational or public welfare as their purposes.

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Publications for

School Business Executives

Planning and Equipping the Educational Theater

By A. S. Gillette. Paper, 32 pages. Price, 60 cents. The National Thespian Society, College Hill Station, Cincinnati 24, Ohio.

This booklet outlines in extremely modest style the basic problems of planning a high school auditorium for use as a school and community theater. The author who has had wide experience in the field, suggests that the school theater be planned with all of the probable functions fully in mind, and with the presentation of dramas and other stage spectacles as the chief function. The use of the auditorium stage for athletics and physical education is very properly discouraged. The practical standards of auditorium seating arrangements, the basic principles of acoustical control, and the complete details of planning the proscenium arch, the stage proper, and the stage equipment, give evidence of attention to both essential economies and flexible use. The stage lighting and scenery are all considered on a basis which will avoid extravagant, little-used apparatus. Except for a few inescapable dimensions, the widest freedom is suggested to the designer and architect. The booklet is an indispensable help for the postwar school-building designer.

Training School-Bus Drivers

Prepared jointly by Stanley A. Abercrombie, Russell H. Landis, and E. Glenn Featherston. Paper, 162 pages. Price 30 cents. U. S. Office of Education, Washington.

This bulletin, the outgrowth of experiences gained and materials developed in connection with school-bus operation and maintenance, is intended to meet a demand for a pattern of training of nationwide scope. It seeks to help schools meet the demands of parents and school administrators for safe and economical operation of school buses and for drivers who are competent, reliable, and interested in their work.

Government Specifications

The Federal Standard Stock Catalog Division at Washington has issued new or revised specifications for flat glue brushes, round glue brushes, flat metal paint, paint brushes, floor scrubbing brushes, hickory striking tool handles, vegetable-tanned sole leather, wood mallets and mauls wood, flat stencil paint, baking pans, and draftsman's steel edges. Paper, 5 cents each. Government Printing Office, Washington, D. C.

Guaranteed Wages the Year 'Round

Paper, 24 pages. Price, 10 cents. Congress of Industrial Organizations, 718 Jackson Place, N.W., Washington 6, D. C.

This booklet outlines a total program for full employment and full production, expanded social security, and higher wages to keep pace with increased living costs.

A Course in Driver Education

Prepared by a committee, headed by C. H. Archer. Paper, 38 pages. Virginia Association of School Superintendents at Charleston, W. Va.

The course is intended as a long-time curricular addition and is offered to pupils whose age at the completion of the course would permit them to obtain a license to operate an automobile. The course covers four phases and the class meets five times a week.

Codes for School Planning

By John E. Nichols. Pencil Points Magazine, April, 1945. New York 18, N. Y.

One of a series of valuable papers on schoolhouse planning.

Conference Leader Training

By E. S. Maclin and P. T. McHenry. Cloth, 77 pages. National Foreman's Institute, Inc., Deep River, Conn.

This manual outlines practical methods for conducting meetings of adult workers intended to draw out, evaluate, and integrate the experiences of the men for the betterment of a given type of work.

Salaries Paid School Administrative and Supervisory Officers in 190 Cities, 1944-45

Bulletin II-B, June, 1945. Published by the Research Division, National Education Association, Washington, D. C.

Statistics by states and cities showing the salaries of superintendents, assistant superintendents, business managers, and secretaries of the board. It also shows the salaries of attendance officers, directors, assistant directors, supervisors, and assistant supervisors of tests, measurements, vocational education, and manual training.

Financial Support, Financial Ability, and Inequalities in School Systems in Kentucky

Prepared by Dr. J. D. Falls. Paper, 159 pages. Bulletin No. 3, May, 1945, of the State Education Department, Frankfort, Ky.

Contains data and information pertaining to certain financial phases of the common school systems of Kentucky. Section I concerns distribution of teachers' salaries in

county and independent districts in 1944-45. Section II relates to comparisons in salary increases and rates paid teachers per hour in college training, and rates per year of teaching experience. Section III deals with the financial support of education in the state and in each local district in 1944-45.

Proposed Standard for Places of Outdoor Assembly

Paper, 16 pages. Published by the National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

Contains the proposed standard of safety for grandstands, tents, and other places of outdoor assembly, including ways of egress, fire protection, and sanitary arrangements.

Proceedings of the Eighteenth Annual Convention of the California Association of Public School Business Officials

Paper, 32 pages. Published by the Association at 1341 F St., Bakersfield, Calif.

The report includes a study of school lighting, made by a special committee. This year's report consists of four short reports on relighting of old buildings, wiring for new buildings, fluorescent lighting, and important factors in classroom lighting.

Principles of Planning the Homemaking Department

By Anna Belle Robinson and William Hunt Scheick. Paper, 28 pages. Price, 35 cents. University of Illinois Bulletin, Urbana, Ill.

This bulletin seeks to help school administrators, school boards, and building committees in the planning or remodeling of a homemaking department. The bulletin contains a floor plan and a general description of the plan.

Rural Water-Supply Sanitation

Paper, 56 pages. Price, 10 cents. U. S. Public Health Service, Washington, D. C.

This report, giving the recommendations of a Federal Joint Committee on Rural Sanitation, outlines the basic requirements for rural water supplies, the treatment of water, pumping and storage, and procedures for sanitary protection. Valuable for determining methods of meeting needs of rural schools.

NEW BOOKS

The New Applied Mathematics

Third Edition. By Sidney J. Lasley and Myrtle F. Mudd. Cloth, 431 pages. Price, \$2.20. Prentice-Hall, Inc., New York, N. Y.

This book emphasizes the basic principles of arithmetic, algebra, and geometry and provides surprisingly broad applications to home, business, and occupational uses. The authors have wisely anticipated the peacetime needs of the noncollege-preparatory students for mathematical skills in everyday life. A large collection of practice materials and a glossary are included in the appendices.

Learning to Read

By Nila Banton Smith. Silver, Burdett & Company, New York 3, N. Y.

The present additions to the Learning to Read Series include *Look and Do*, a drawing and coloring book; *Bill and Susan* and *Under the Tree*, a workbook to accompany the preprimers of the same name; *Through the Gate*, a workbook to accompany the primer; and *Our First Book*, a fully colored preprimer intended to develop facility in the use of oral language by acquainting children with the storytelling features of pictures. A final workbook in the series is planned to accompany *Down the Road*, a first formal reader.

Arithmetic for Young America

Grade three. By John R. Clark, Ruth I. Baldwin, and Caroline Hatton Clark. Cloth, 314 pages, World Book Co., Yonkers, N. Y.

Seasonal activities of children, representing true needs for the use of figures form the basis of this third-grade book and provide a review of simple addition and subtraction and original study of multiplication and division. The "holding your ground" reviews are frequent and ample for self-diagnosis and remedial work. Illustrations are pertinent and full of humor.

Fundamentals of Chemistry and Their Applications in Modern Life

By Monroe M. Offner. Cloth, 408 pages. Price, 69 cents. The Blakiston Company, Philadelphia, Pa.

While this book has the accuracy and the inclusiveness of an advanced text in inorganic and organic chemistry, it is in reality a popular account of the fundamental facts and principles of the chemical constitution of matter. The second part outlines in matter-of-fact style the marvels of modern industrial chemistry and of the valuable service it renders through medicine, manufacturing, metallurgy, etc. While the book is low in price, it is not cheap or out of date.

Getting the Primary Reading Program Under Way

Paper, 216 pages. Bulletin No. 4, June, 1945, of the State Department of Education, Frankfort, Ky.

This report on the major problems in primary reading embraces the reading program for teachers in this grade and will be helpful in laying the foundation for reading.



Advice TO THE Careworn...

Pretty Dolly Do-it-well
Delayed, again, past quitting bell.
Now, perhaps, she'll miss her date;
Her machine has made her late.



Dictation from the President
Retyped ten times ... could not be sent.
Type skipped and blurred and doubled back;
Hit light and dark and jumped off-track.



Now Dolly's really not to blame;
It's her machine should blush with shame.
The space bar doesn't work so well;
The "e" fills up and looks like "l".



The keyboard cannot keep the pace.
It jams ... and Dolly must erase.
The wonder margin's not so hot ...
Won't stop the carriage on the dot.

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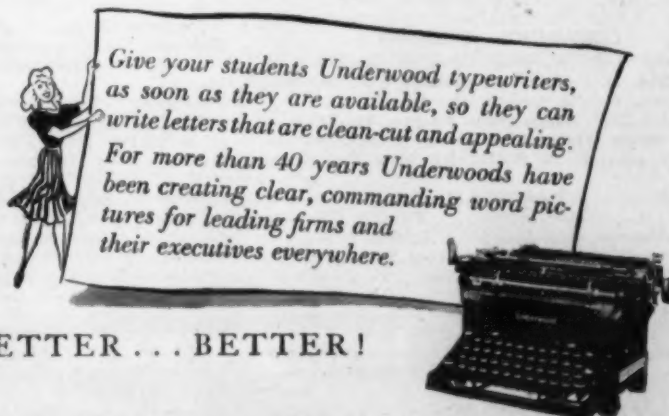
And as she wept and wrung her hands,
Recalling school work that was grand
Then ... at last she understood!
At school, she used an Underwood.



Speak up, Dolly. You know how.
Tell your boss to "do it now".
If he really wants perfection,
He must purchase your selection.



And here's a reason even better ...
His picture is in every letter;
Since he wants that picture good,
Tell him ... "Buy an Underwood!"





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sisting seal that prevents entry through the surface of dirt or moisture. Thus, stains and dust are easily removed . . . costly scrubbing is rarely needed.

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CONVENTION CALENDAR

November 1-3. Wyoming Education Association at Casper, Wyo. O. C. Kerney, Newcastle, Wyo., secretary. Headquarters, Natrona County High School.

November 2-3. Kansas State Teachers Association at Topeka, Salina, Dodge City, Hays, Wichita, Parsons, Kans. Ex. secy., C. O. Wright, 315 West 10th Street, Topeka.

November 7-8. Missouri State Teachers Association at St. Louis, Mo. Assistant secretary, J. Franklin, Columbia, Mo. Headquarters, Kiel Auditorium. Exhibits.

November 11-17. American Education Week. Sponsored by the National Education Association.

November 12-13. Illinois Association of School Boards at Springfield, Ill. Ex. director, Robert M. Cole, Springfield, Ill. Headquarters, Abraham Lincoln Hotel.

November 13-14. Michigan Education Association at Detroit, Mich. A. J. Philipps, Lansing 2, Mich. Secretary, Arthur H. Rice, Director of publicity, Lansing 2, Mich. Exhibits, Headquarters, Masonic Temple.

November 15-16. New England Association of School Superintendents, at Boston, Mass. Burr J. Merriman, Framingham, secretary.

November 20-22. Virginia Education Association at Richmond, Va. Ex. secretary, Francis S. Chase, 401 N. 9th Street, Richmond, Va. Headquarters, Hotel John Marshall.

November 22-24. National Council for the Social Studies (a division of the National Education Association) at Milwaukee, Wis. 25th annual meeting. Headquarters Hotel Schroeder. President, Mary C. Kelty, Washington 6, D. C. Executive secretary, Merrill F. Hartshorn, 1201 Sixteenth St., N.W., Washington 6, D. C.

November 30-December 1. New Jersey State Education Association, at Atlantic City. Charles J. Strahan, executive secretary, 200 Stacy-Trent Hotel, Trenton 8, N. J.

December 7-8. South Dakota Educational Association at Aberdeen, S. Dak. Delegate assembly, headquarters, Civic Auditorium. Ex. secretary, S. B. Nissen, 218 S. Main Avenue, Sioux Falls, S. Dak.

December 10-11. Montana School Board Association at Bozeman, Mont. Secretary, J. L. Gleason, Sr., Box 669, Livingston, Mont.

December 26-28. Pennsylvania State Education Association at Harrisburg, Pa. Headquarters, Penn-Harris Hotel. Secretary, H. E. Gaymen, 400 N. 3rd Street, Harrisburg, Pa.

December 27-29. Illinois Education Association at Chicago, Ill. Headquarters, Hotel Morrison. Secretary, Irving F. Pearson, 100 E. Edwards Street, Springfield, Ill.

Personal News

► **LLOYD DEISTER**, of Kansas City, Kans., has been elected superintendent of schools at Breckenridge, Mo.

► **DONALD A. MORT**, former superintendent at Laingsburg, Mich., died after several months' illness.

► **JOHN GRANUD** has resigned as superintendent of schools at Springfield, Mass.

► **LUTHER LOCKWOOD**, formerly at Columbus, Ind., has been appointed to the State Planning Committee for Elementary Education.

► **CLARENCE A. WEBER** has assumed his duties as superintendent at Cicero, Ill.

► **DR. FREDERICK H. W. BAIR**, for nine years head of the public schools of Bronxville, N. Y., has recently become executive assistant to the State Education Commissioner. Before going to Bronxville in 1936, Mr. Bair was superintendent of schools in Shaker Heights, Ohio, and in Colorado Springs, Colo. He was at one time assistant professor of English at the University of Wisconsin.

► **DR. MITCHELL DREESE**, of the army air corps, has been appointed director of veterans' education at the George Washington University in Washington, D. C. Prior to taking war leave in 1942 to serve in the army air forces, Dr. Dreese was dean of the summer sessions and professor of educational psychology at the University. He is resuming these points in addition to his new assignment.

► **ARTHUR E. CHATTERTON** has assumed the office of superintendent of schools at Rockville, Conn.

► **WILLIAM L. BURGEON** has returned to his duties as superintendent of schools at Jewett City, Conn. He was for some time in the army air forces.

► **FRANK L. SIEVERS**, of Lincoln, Neb., has accepted a position as State Supervisor of Secondary Education.

► **DR. WILLIAM J. HAMILTON**, superintendent of the elementary schools of Oak Park, Ill., for 27 years, was honored by friends and associates at an open house held on September 26 in the board of education rooms. A portrait painting of Dr. Hamilton was unveiled during the evening.

► **HENRY A. OLSON**, of Ellsworth, Wis., has taken the superintendency at Stoughton.

► **E. G. LIGHTBODY**, of Stanton, Neb., has taken the superintendency at Nebraska City.

► **SUPT. CHARLES YOUNG** has been re-elected at Goodwin, S. Dak.

► **SUPT. N. N. BERG** has been re-elected at Toronto, S. Dak.

► **SUPT. S. G. FROILAND**, of Clear Lake, S. Dak., has entered upon his seventeenth year as head of the schools.

► **JAMES SHERIDAN** has assumed the office of superintendent of schools at Vassar, Mich., where he succeeds Edgar Grim.

► **SUPT. J. H. BILES** has been re-elected head of the schools of Danville, Ky., for a second successive year.

► **L. B. HOLLOWAY** has taken the superintendency at Sullivan, Ill., succeeding Donald K. Neal.

► **J. E. STEWART** has succeeded Edward Glenn as head of the schools of Morocco, Ind.

► **J. EVERETT LIGHT**, of New Hartford, Ind., has taken the superintendency at Rushville, Ind.

► **KENNETH D. CABLE** has taken up his duties as superintendent at Eureka, Ill.

► **ALVIN B. SVALSTAD** has assumed his duties as superintendent at Langford, S. Dak.

► **SUPT. DONALD E. MORROW**, of Hooper, Neb., has received his master's degree from the State University. The subject of his thesis was "Median Salary Trends in Nebraska, 1939-45."

► **FOREST L. JONES** has taken up his duties as superintendent at Canistota, S. Dak.

► **ARTHUR P. KEYES**, of Sedalia, Mo., has taken the superintendency at Lake Andes, S. Dak.

► **W. W. TRUSHENSKI**, of Blunt, S. Dak., has taken the superintendency at Winfred.

► **WARREN ALEXANDER** has taken up his duties as superintendent at Indianola, Neb.

► **E. R. HAAS**, of Lester, Iowa, has taken the superintendency at Rock Valley.

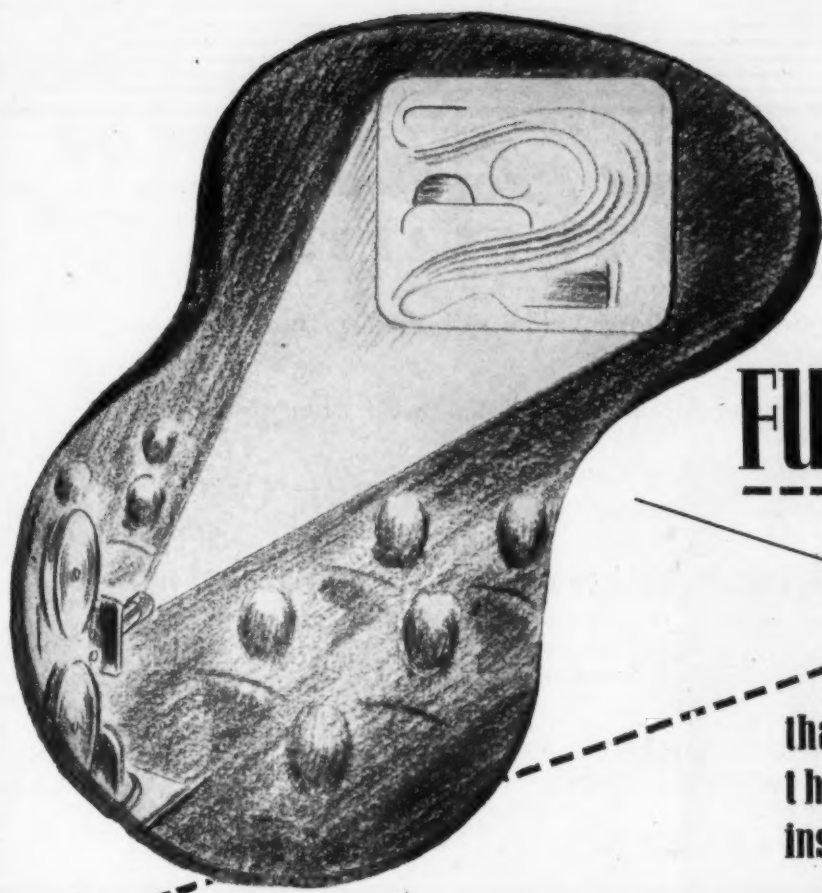
► **M. B. BRANSCOMB**, of Danville, Ga., has accepted the superintendency at Pavo.

► **DR. HOMER W. ANDERSON** has been elected superintendent of schools at Newton, Mass.

► **ROBERT DAVIS** is the new superintendent of schools at Carlisle, Ky.

► **GEORGE E. THOMPSON**, superintendent of schools at St. Charles, Ill., was honored at a public event commemorating twenty-five years of distinguished service to the St. Charles Community High School. The faculty members, the alumni, and local citizens were invited to the affair.

► **E. H. TEST**, of Keithsburg, Ill., has been elected president of the Mercer County Schoolmasters' Association.



6 FUNDAMENTALS

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- 1 **Preview the instructional film!** To insure thorough familiarity with the contents and proper integration with your curriculum! This helps you organize your units of instructional film material and enables you to check in advance any point not completely clear to you.
- 2 **Set the proper classroom atmosphere!** In order that your students (a) realize the difference between education and entertainment, (b) recognize their responsibility in learning from the film, and (c) are prepared for the particular instructional film to be shown!
Such proper preparation arouses your students' interest and increases their anticipation.
- 3 **Show instructional films at least twice!** The first presentation should be run without interruption. During this introductory showing questions that arise in your students' minds should not be permitted to be expressed or answered. But upon completion of the

presentation your students should be given ample opportunity to state their reactions, ask questions and discuss freely.

- 4 **Encourage students to ask questions!** On repeated presentations, all your students' questions should be answered or discussed immediately. This serves to clarify meanings and correct misunderstandings when it is most timely and easiest to do so.
- 5 **Use follow-up activities to capitalize on interest aroused by film!** Follow-up activities should include teacher and student questions and explanations, discussions, dramatization, written reports and supplementary readings — that capitalize the points made by the film.
- 6 **Evaluate the worth of each film in terms of pupil growth!** Through both subjective and objective tests, determine the film's contribution to your students' knowledge, ideals and habits.



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PUBLIC AFFAIRS EDUCATION

(Concluded from page 26)

munity program might be a satisfactory solution.

7. Leadership training operates under a variety of names and for a number of purposes. In the field of public affairs it is concerned primarily with the training and improvement of actual and potential group leaders. Over a period of time it might take several forms in turn. A course in the techniques of discussion group leadership could run as a study-laboratory group weekly for several months. A few sessions or a day-and-evening institute for club presidents might help them materially in improving their outlook, techniques, efficiency, and acquaintance with public affairs resources of the community. Similar groups could be held for club secretaries or for program chairmen. This type of leadership training can be most effective in those larger areas in which a group holding similar or identical positions (presidents of PTA's, Service Clubs, or women's clubs) can come together to an institute tailor made for them. Included in this would be the training of discussion leaders for a new-voter-preparation program, forum workers, and interviewers for opinion polling.

Both the size and nature of the task make it clear that a comprehensive and effective program of public-affairs educa-

tion cannot be operated by the school or any other single agency. The united efforts of all interested groups are needed. The diversity and extent of an adequate program will often require more than the combined efforts of all organizations concerned. Instead of fears that a superplan will cut program elements out from under established agencies, most of them will find that their task is both facilitated and increased by community co-operation.

In order that well-rounded programs be planned and conducted by and for communities, it is hoped that more schools will take the initiative in organizing Public Affairs Councils and then in offering both their personnel and facilities in so far as they may fit into the work to be done. Only by united effort can communities do their share in making the decisions which will insure full employment, security, and peace in this postwar world.

INSECURITY IN THE SCHOOLROOM

(Concluded from page 34)

Everyone has a right to security. For this reconversion period, our ex-war-workers are entitled to the security of decent unemployment compensation. After reconversion, every worker must have the security of a job as provided for in the terms of the Murray-Patman Full Employment Bill. He must have the security of a steady job at a steady income, in other words a guaranteed annual

wage. He must have the security of a good-paying job; substandard wages must be eliminated by the enactment into law of a 65 cent national minimum. Security in old age can be assured by a revision of the social security laws; security against sickness can be provided by health insurance. Both of these measures are part of the Wagner-Murray-Dingell Social Security Bill. Congress has stalled too long over the passage of this measure. The worker must have the security to bargain collectively for these things on an equal footing with management.

Eighty-eight million man-years were lost during the depression. Organized labor wants to see the libraries and nursery schools and better parks that these years of labor could have built. We want to see all of our children grow up secure and healthy and well-educated, the finished products of a dynamic democracy. For the eyes of the world are on democracy's future here in America. And our children are the wellspring of democratic progress, the future of our nation and the future of the world.

► LLOYD FERRELL has been elected president of the school board at Wichita, Kans.

► JACK RICHARDSON has been elected a member of the school board of Snyder, Okla., succeeding J. B. Willis.

► D. F. THOMAS has been elected president of the school board at Eastman, Ga.

► The school board at Rice Lake, Wis., has elected MRS. DOROTHY BRANHAM as president, and JOEL PAUL as vice-president.

► RALPH H. WILLIAMS, former secretary of the school board at Council Bluffs, Iowa, died September 13. He was secretary of the board for twenty-four years.

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For teachers' and office desks . . .
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Everyone in your school system who writes — superintendents, principals, teachers, clerks—appreciates the effortless performance of Handi-Pen. You just pick it up and it writes. Uniform pen-inking. No flooding. No inky fingers. Less refilling — holds up to a year's supply of ink without evaporation waste. Attractive models from \$3.00 to \$12.00.

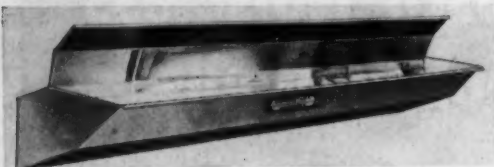
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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

DISINFECTAIRE

Modern hospitals have new medicines . . . such as sulpha and penicillin. But what about health from an external viewpoint? What about the indoor air we breathe every day? That air is filled with insidious germs that spread respiratory diseases. Public health statistics show that more than 85 per cent of 153,813 deaths from infectious diseases in the United States resulted from diseases acquired by breathing infected air! Until recently, little attention has been given to devices to reduce the danger from these air-borne germs, viruses, and bacteria. Something was needed . . . thorough, effective, yet simple. So, to destroy air-borne bacteria, the sun's invisible rays were brought indoors through a germicidal lamp; the disinfectaire. Disinfectaire



G.E. Germicidal Lamp

utilizes the G-E germicidal lamp which emits ultraviolet energy. Air-borne germs coming within range of these rays for a period are destroyed and the concentration of air-borne bacteria in a room is greatly reduced. The Disinfectaire reduces the transfer of air-borne germs from person to person, thus reducing cross-infection.

The formula is an easy one to follow: Air-borne germs in a confined space plus a Disinfectaire germicidal unit with its powerful germicidal qualities equal disinfected air, with 99 per cent of the air-borne bacteria killed.

General Electric Company, Lighting Division, Nela Park, Cleveland 15, Ohio.

For brief reference use ASBJ-1101.

AUTOMATIC PENCIL SHARPENERS

Pencil sharpeners are again available. All restrictions regarding the manufacture and distribution have been removed, and priority ratings are no longer required. However, certain orders for the government and the armed forces will carry a special rating of MM, and these orders must be given preference. All efforts of Automatic Pencil Sharpener Div. are being concentrated in getting into full production, but there are still difficult labor and material problems.

At the present time only the following models will be manufactured: Giant, transparent receptacle; Dexter No. 3, transparent receptacle; Dexter Draftsman, transparent receptacle; Special Draftsman, transparent receptacle. Orders are being put into process and every effort to make shipment at the earliest moment will be made.

Automatic Pencil Sharpener Division (Spengler-Loomis Manufacturing Company) 48 East Washington Street, Chicago 2, Ill.

For brief reference use ASBJ-1102.

FIFTH SCIENCE TALENT SEARCH

The fifth annual Science Talent Search—the first in peacetime—among America's million high school seniors to discover the 40 students with the greatest scientific potential opened in October 1945 in 27,000 high schools. Watson Davis, Director of Science Clubs of America has announced. Entrants will compete for \$11,000 in Westinghouse Science scholarships. This nationwide quest is open to all high school seniors or their equivalent in American public, private, and denominational schools.

The search is sponsored by the Westinghouse Electric Corporation with the scholarships provided by the Westinghouse Educational Foundation. The 40 finalists will be selected on the

basis of their records in a series of qualifying requirements, including a statement written by the student on his interests and ambitions; one by his teacher dealing with his aptitudes, ability, and extracurricular activities; a transcript of scholastic records, a thousand-word essay on the subject, "My Scientific Project"; and a three-hour science aptitude test. Two four-year Westinghouse Science Grand Scholarships of \$2,400 each will be granted to the top boy and girl, and 8 four-year scholarships of \$400 each will be awarded following final tests and interviews by the judges. An additional \$3,000 may be distributed at the discretion of the judges.

Westinghouse Electric Corporation, 40 Wall Street, New York 5, N. Y.

For brief reference use ASBJ-1103.

TUNE-UP FANFARE

"Principal Major Scales" and "Tune-up Fanfare" are the titles of wall charts for band and orchestra teachers and students issued by Pan-American Band Instrument Company. The "Scales" chart shows all major scales normally encountered in instrumental music. The tonic chord derived from each scale is also shown, as well as the starting note for each relative minor scale. A part of the chart is a transposition table to aid transposing instruments to play from the chart in unison. "Tune-up Fanfare" is a progression of chords to be played by instrumental sections or by entire ensembles. It has a variety of uses, from tuning and warming up the group, to playing embellished fanfares in public performances. All transposing instruments can play directly from the chart. Both charts are large enough to be read from students' chairs in the rehearsal room. Other Pan-American charts are still available, including fingering and instrument family charts.

Pan-American Band Instrument Company, Elkhart, Ind.

For brief reference use ASBJ-1104.

WORLD AIR ROUTE MAPS

Wall size 42 by 50 in., 5 colors. *World Air Routes* shows the new global routes suggested by the Civil Aeronautics Board for United States flag lines. The map is based on an azimuthal, equidistant polar projection centered on the geographical center of the United States. Straight lines indicate the shortest distances, great-circle routes, between the United States and other points in the world.

MAP OF WORLD AROUND SOUTH AMERICA

Wall size 42 by 50 in., 4 colors. *The World Around South America* is a companion map to *World Air Routes*. Centered on Asuncion in Paraguay, it shows the true relationship of the rest of the world to South America, and the way the rest of the world looks to South Americans. How close is Europe to South America? How close are Australia and Oceania to South America? These and other inquiries may be explored.

Air-Age Education Research, 100 East 42nd Street, New York 17, N. Y.

For brief reference use ASBJ-1105.

MOTION PICTURE INDEX

An index to motion pictures and slide films loaned to schools is announced by the school service department of the Westinghouse Electric Corporation. Covering a range of subjects from science to economics, the films may be used in grades 7 through 12. The booklet contains an index with recommendations as to the type of class for which each film is best suited and suggestions for related supplementary materials to enhance the film's usefulness.

School Service Department, Westinghouse Electric Corp., 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pa.

For brief reference use ASBJ-1106.

IT&T CO. NEWS

International Theatrical & Television Corporation has just obtained from Warner Brothers 16mm. distribution rights on the Frank Capra picture "Meet John Doe." The picture has an all-star cast headed by Gary Cooper. International is now making up 16mm. prints of the picture, and releases will be made shortly to the trade.

Number 5 in the series "Let's All Sing" for 16mm. release has been acquired. The film was produced under the auspices of the National Film Board of Canada.

The completion of a series of entertainment shorts has been released under the title "Tom Terris Thrillers," "The Vengeance of AliSingh" is the title of the first completed one-reeler.

International Theatrical & Television Corporation, 25 W. 45th Street, New York 19, N. Y.

For brief reference use ASBJ-1107.

CONTEMPORARY AMERICAN PAINTING

To bring a cross-section of much of the best work by American painters of the 20th century into classrooms and lecture halls throughout the United States, Encyclopaedia Britannica Films will distribute a series of kodachrome slides reproducing 116 canvases from the Britannica Collection of Contemporary American Painting. The slides will be contained in a functional, portable case which will also hold a portfolio of lecture materials and suggestions and a copy of "Contemporary American Painting," a book on the Britannica collection written by Grace Pagano. These units are expected to be produced in a quantity sufficient for widespread distribution.

Encyclopaedia Britannica Films, 20 North Wacker Dr., Chicago 1, Ill.

For brief reference use ASBJ-1108.

FILMSOUND LIBRARY

Top Man (Universal), No. 2553, 8 reels. When father retreads his way to the wars, teen-age junior becomes "top man," as the family carries on. His growing recognition and execution of his responsibilities, in school and elsewhere, is shown interestingly, and his leadership takes his student body into local war plant for part-time work.

Swiss Family Robinson, No. 3320, 8 reels. Film follows book closely—shipwreck in tidal wave, rescue on tropic isle. Robinson Crusoe life on family scale, amusing and thrilling adventures.

Birds of the Barrier, No. 5843, 10 min. Nesting sea birds by the million. Life history, from egg to adulthood.

Bell & Howell Company, McCormick Road, Chicago, Ill.

For brief reference use ASBJ-1109.

DE VRY COURSES

At Northwestern University, Evanston, Ill., at Leland Stanford University, Palo Alto, Calif., at Mount St. Mary's College, Los Angeles, visual aids consultants and counselors of DeVry Corporation, Chicago, have completed courses in the utilization of audio-visual teaching materials. Under the direction of Charles R. Crakes, educational consultant, teachers have been given an unbiased, noncommercial, and generally applicable review of audio-visual teaching developments and how to adapt them to school programs. DeVry aid to universities, colleges, secondary and elementary schools in the planning and organization of audio-visual aids program is without cost or obligation, and is dedicated to the development and progress of audio-visual education inaugurated by the late Dr. Herman A. DeVry. Schools planning a workshop, clinic, or conference devoted primarily to the use of audio-visual teaching aids, and desiring the services of the DeVry educational consultant may write:

Educational Department, DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

For brief reference use ASBJ-1110.

VISUAL INSTRUCTION SERVICE

A new film service includes equipment and classroom films, planned by leading educators for general distribution among American schools. With 108 films scheduled for production during

1945-46, Young America Films, Inc., enters the visual instruction field. A nationwide system of distribution through the leading school-supply house in each state makes these pictures available all over the country. Leading school-supply distributors will serve as exclusive sales agents, distributors and film exchanges. Included in the line are 16mm. films, 35mm. discussion strip films and slides, graded teachers manuals, lesson plans, and 16mm. projectors.

Young America Films, Inc., 32 East 57th Street, New York 22, N. Y.

For brief reference use ASBJ-1111.

SURPLUS PROPERTY BOARD FILMS

When the movie films and projectors used by the Army, Navy and other government agencies are no longer needed for war service, they will be made available at low cost to schools unable to afford them at retail prices but having facilities and personnel to use them effectively, the Surplus Property Board announces. No distribution of movie equipment to educational institutions whose financial resources would permit them to buy from regular suppliers is contemplated. The U. S. Office of Education is responsible for determining what communities have greatest need and best plans for use of surplus visual-education equipment.

DR. TURNER OF COLUMBIA IN NEW POST

Dr. W. D. Turner of the Department of Chemical Engineering of Columbia University has become Technical Director of Florida Chemical Research, Inc., and Airkem, Inc., manufacturers of Airkem, Chlorophyll Air freshener distributed by W. H. Wheeler, Inc., and Air-Wick distributed by Seeman Brothers, Inc.

FABER PENCIL NEW PRESIDENT

At a recent meeting of the directors of Eberhard Faber Pencil Co., Brooklyn, N. Y., Mr. J. Coburn Musser was elected president. Thus, for the first time in 96 years in American business, the Eberhard Faber firm comes under the active management of an individual other than one bearing the name Faber. Mr. Musser has been vice-president of the corporation and prior thereto was general manager.

Mr. Musser is president also of Eberhard Faber Corporation, established for the manufacture of a phenomenal, new writing instrument pointed with a revolving ball, and due soon to invade the high-grade fountain-pen market.

ENCYCLOPAEDIA BRITANNICA

The largest quantity of Encyclopaedia Britannica publications ever purchased by the Chicago Board of Education will be delivered to the board in November, 1945. The shipment will include 301 sets of Britannica Junior, the boys' and girls' encyclopaedia; 35 sets of the Encyclopaedia Britannica; and 38 copies of the Britannica World Atlas.

STEEL WINDOWS

Detroit Steel Products Company, Detroit, Mich., have issued an illustrated booklet covering the application of their products in building construction with attention given to daylighting, ventilation, efficiency, safety, cost and maintenance. It may be had on application to the company.

NESBITT NEWS

Albert J. Nesbitt, president of John J. Nesbitt, Inc., of Philadelphia, states that his company, when fully reconverted to peacetime manufacturing, will employ about twice as many workers as were employed before its period of manufacturing ordnance equipment for the war.

The fourth Army-Navy production award was recently given the workers of the Nesbitt company in recognition of their outstanding contribution to the achievement of victory. Although the war production terminated with victory, the Nesbitts were assigned an important research and development contract which is now in production. The company's facilities are rapidly being reconverted to the manufacture of school heating and ventilating units, and related items in the air conditioning field, which are its regular productions.

Guide to Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

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American School Board Journal

540 North Milwaukee St., Milwaukee 1, Wis.

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